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ABSTRACT

The thrust of federal legislation during the last few years has been to encourage the inclusion of handicapped persons in the mainstream of society and the educational system. Public Laws 94-142, 94-482, and Section 503 of the Rehabilitation Act of 1973, collectively, stress free, appropriate public education, education in the least restrictive environment, access to vocational programs, individualized educational programs, accessibility of facilities and programs, and nondiscriminatory practices for handicapped persons. This manual has been prepared to assist administrators and teachers to implement the provisions of these laws in programs for handicapped students in the secondary schools of Idaho. The manual has been organized in 10 program components to reflect a flow of decision making that proceeds from rationale to program evaluation. Each program component of the model addresses three areas: planning considerations, activities, and evaluation. Material covered in the component sections includes the following: rationale for secondary special education programs; advisory committee formation; assessment of occupational needs; assessment of student needs; assessment of program needs; program goals and objectives; curriculum and instruction; community resources; funding resources; and program evaluation. Appendixes to the manual contain information on data collection techniques, resources for curriculum modification, allowable uses for federal funding for special education and vocational education, and evaluation forms. (KC)

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secondary special education programs

A PROCEDURES MANUAL

DEVELOPED BY
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WITH ASSISTANCE FROM
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CE 028 894

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Table of Contents

page

Acknowledgements ..... *iii*

Introduction ..... *iv*

Program Component I:
Rationale for Secondary Special Education Programs 3

Program Component II:
Advisory Committee Formation 9

Program Component III:
Assessment of Occupational Needs 15

Program Component IV:
Assessment of Student Needs 23

Program Component V:
Assessment of Program Needs 33

Program Component VI:
Program Goals and Objectives 41

Program Component VII:
Curriculum and Instruction 51

Program Component VIII:
Community Resources 63

Program Component IX:
Funding Resources 67

Program Component X:
Program Evaluation 81

Appendix A
(Letter of Appointment) 86

Appendix B
(Live Observer Data Collection Techniques) 87

Appendix C
(Resources for Curricular Modifications 89

Appendix D-1
(Special Education Allowable Uses for Title VI-B Funds) 90

Appendix D-2
(Vocational Education - Special Needs Funds) 94

Appendix E
(Checklist for Evaluating Vocational Follow-up Instruments) 98

Appendix F
(Student Follow-up Interview Guide) 99

Appendix G
(Evaluation of Employee's High School Preparation for Employment) .. 100

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Introduction

The need to provide handicapped adolescents an appropriate vocational education has been a concern for many secondary schools in Idaho for several years. The enactment of state and federal legislation which has recently mandated that vocational education of handicapped children and youth be provided by state and local education agencies has made this already apparent need more critical.

P.L. 94-142 mandates that the Idaho Department of Education assure the provision of "a free, appropriate public education and related services to all handicapped children." P.L. 94-482, Title II of the 1975 Education Amendments, requires the Idaho Division of Vocational Education to make specific provision for the vocational education of handicapped persons in occupational areas requiring less than a baccalaureate degree. P.L. 93-112 mandates that the Idaho Division of Vocational Rehabilitation provide, or otherwise arrange for, services necessary to render eligible persons employable.

In an effort to implement these mandates and because they directly involved three separate and distinct state agencies, an interagency agreement was developed and signed in February, 1978, between the Idaho Department of Education and the Idaho Divisions of Vocational Education and Vocational Rehabilitation. The purpose of the agreement was to clarify areas of responsibility, coordination, and collaboration between the three agencies.

As required by P.L. 94-142 and as stated in the interagency agreement, the Idaho Department of Education is designated the lead agency in assuring that educational programs for all school-age handicapped/exceptional children and youth in the state are implemented according to Idaho's *Administrative Rules and Regulations for Special Education.* Within the interagency agreement, the vocational education and vocational rehabilitation needs of school-aged handicapped students are to be considered as "related services" to the student's basic special education program when deemed appropriate.

As anticipated, interagency agreements at the federal and state level, which are currently in place, do not fulfill their purpose unless they have corresponding agreements at the local level. However, the Idaho interagency agreement established parameters for further planning by local school districts. In addition, it was recognized by both state and local agency personnel that refinement of the interagency agreement through a compilation of procedures, standards, and "best practices" in the area of vocational education for handicapped students was needed in Idaho.

To this end, in the fall of 1978, a group of special and vocational educators and administrators was convened. The goal of the group was to express concerns and needs within school districts in implementing the legislative mandates and operationalizing the state interagency agreement. Group members also gave valuable feedback to state special and vocational education staff in areas the state agencies might immediately become involved.

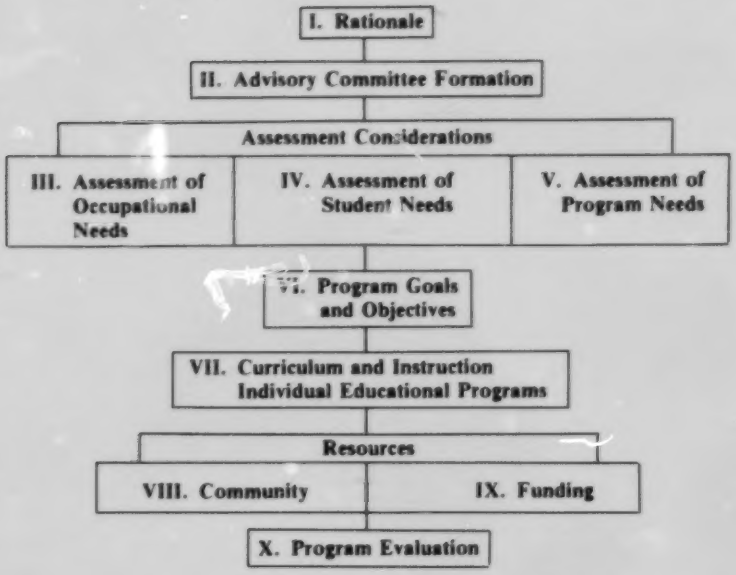
As a result of this initial meeting, a task force was formed and met. Members included persons from the public schools, private rehabilitation facilities, state universities, state institutions, the State Division of Vocational Education, and the Special Education Section of the State Department of Education. The task force indicated that the primary needs were:

1. a resource manual based on a discrepancy model, for districts to use in the planning of vocational education programs for secondary handicapped students;
2. a description of step-by-step procedures used in implementating such a program.

The Idaho Division of Vocational Education agreed to fund the development of such a document through "Subpart 3" of P.L. 94-482. The Special Education Section of the Department of Education agreed to assist in the coordination and data collection. Dave Cox, SDE regional special education consultant was requested to supervise the project.

As a result, the Division of Vocational Education issued RFP #80. The purpose of this RFP was to solicit proposals from experts in the field relative to the needs identified by the task force. A reading and selection committee was formed. The proposals submitted were screened and the one submitted by Dr. A. Lee Parks and Dr. G. Cleve Taylor from the University of Idaho was selected.

A draft of their manual was reviewed by personnel from the Idaho Division of Vocational Education and the Idaho Department of Education, Special Education Section. Following this review, the draft copy was edited and reorganized and then presented to the task force for comment. It was subsequently presented at a meeting of the Idaho Council for Exceptional Children and at the Idaho State Administrators Conference. Preliminary copies of the manual were circulated to all special education directors in Idaho with a request for critique. The printed version represents the authors' attempts to incorporate field responses and to meet the varied needs of those districts in the process of program development.



The manual has been organized to reflect a flow of decision making that proceeds from rationale to program evaluation (as shown above).

Each program component of the model (identified by Roman numerals) addresses three areas, i.e., planning considerations, activities, and evaluation.

Program Component I

OBJECTIVE: Utilizing a multidisciplinary team, prepare a statement of philosophy and purpose that expresses the beliefs, concepts, and attitudes of the Secondary Special Education Program.

Program Component I

Rationale for Secondary Special Education Programs

PLANNING CONSIDERATIONS:

Our society has traditionally placed a high value on productivity of its citizens. It values productivity for both its economic value to society and the satisfaction it provides to the individual. Economically, a society cannot afford a great number of unproductive citizens. The feelings to these citizens of rejection, dependence, and helplessness can result in irreparable damage which society then is often required to support at an even greater cost than should have been necessary had the person been made productive. That work is valuable is something on which the philosopher and economist have commonly agreed.

The enactment of federal legislation has given states and local school districts the incentive to meet the educational needs of handicapped children and adolescents. Every handicapped child now has the right to a free, appropriate public education in the "least restrictive" setting, which means in a program in or near nonhandicapped children that meets the unique needs of the handicap. The particular pieces of legislation that should be of most concern to professional educators are P.L. 94-142, P.L. 4-482, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Vocational Education Act as amended by the Education Amendments of 1976. Though it is not the purpose of this discussion to present a complete description of the particulars of these laws, it is necessary to discuss their general intended impact on program development.

P.L. 94-142. This law affirms that vocational education should be available to handicapped children. A student's education should be designed to meet the unique needs of the handicapped learner. Vocational education is defined in the law as:

> . . . organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (Section 121a.14 (b)(3))

It further states:

> Each public agency shall take steps to insure that its handicapped children have available to them the variety of educational programs and services available to non-handicapped children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education. (Section 121a.305)

It must be kept in mind that such services are to be provided in the least restrictive environment possible, making full use of existing programs and activities.

Section 504. This law addresses the issue of discrimination on the basis of handicap, indicating that avocational education should be accessible to handicapped students.

P.L. 94-482. This law stipulates that each state spend ten percent of its federal vocational monies for handicapped individuals. States are required to describe in their five-year plans for vocational education the procedures that will insure that

funds for vocational programs for handicapped individuals are used in ways that are consistent with the state's plan for the Education of the Handicapped Act (P.L. 94-142). The law requires that funds for the handicapped be used to the maximum extent possible to assist them to take part in regular vocational education programs.

Section 503 of the Rehabilitation Act of 1973. This law requires that employers who have federal contracts in amounts greater than $2,500, actively recruit, hire, train, and promote handicapped persons. It is intended that it will have the effect of getting more handicapped persons into the labor force. The public school will be a source to which businesses will look for supplying qualified handicapped persons.

Summary - Federal Laws. The thrust of Federal legislation during the last few years has been to encourage the inclusion of handicapped persons into the mainstream of society.

Collectively, these laws stress:
- free, appropriate, public education
- education in the least restrictive environment
- access to vocational programs
- individualized educational programs
- accessibility of facilities and programs
- non-discriminatory practices on the basis of handicap.

State of Idaho Policies. At the state level in Idaho, policies consistent with Federal legislation have been developed. Documents that are especially appropriate to this manual are: *The Idaho State Plan for Vocational Education,* the *Interagency Agreement between Special Education, Vocational Education, and Vocational Rehabilitation,* and the *Idaho Administrative Rules and Regulations for Special Education.*

LIST OF ACTIVITIES:

Activity 1

Identify team members composed of various disciplines, e.g., vocational education teachers, regular education teachers, counselors, administrators, and related ancillary personnel.

Who: District superintendent or special education administrator.

When: Prior to formation of advisory committee.

How: Alternative procedures for selection of team members include:
a) invitation of key personnel;
b) administrator appointment;
c) volunteer.

Comments: Success is greatly enhanced when team participation is maximal.

Activity 2

Share with team members: Rationale for Secondary Special Education Programs.

Who: Special education administrator or designee (team chairperson).

When: One week prior to first meeting of committee.

How: Copied materials from pages 1 and 2 of this manual.

Comments: Additional information should be provided to enable team members to conceptualize their own philosophy for providing secondary special education services.

Activity 3

Plan an agenda which facilitates the development of team consensus on a philosophy.

Who: Team chairperson.

When: One week prior to first team meeting.

How: As appropriate.

Comments: It is important that all team members contribute. Be sure agenda facilitates this process.

Activity 4

Conduct meeting with the objective of forming a philosophy statement for secondary special education programs.

Who: Team chairperson and selected representatives.

When: It is suggested that this session be completed well in advance of first meeting of advisory committee since many activities need to be completed prior to implementation of new programs.

How: As appropriate to achieve philosophy statement.

Activity 5

Share the developed philosophy statement with other school district staff members, followed by submitting it to the local school board for review.

Who: Superintendent.

When: As soon as possible, following development of statement.

How: a) faculty or departmental meetings
b) circulated memo
c) other, as appropriate.

Comments: It is important to consider general staff responses for revision prior to submission to the school board.

EVALUATION:

OBJECTIVE: To prepare a statement of philosophy and purpose that expresses the beliefs, concepts, and attitudes of the secondary special education programs.

Activity	Date Accomplished
1. Identify team members.	_____
2. Share considerations for philosophy with team members.	_____
3. Plan agenda.	_____
4. Conduct meeting.	_____
5. Share philosophy with staff and school board.	_____

(A) Is the statement of philosophy and purpose available to teachers, students, parents, and the general public? Yes____ No ____

(B) Is the statement clear and concise? Yes ____ No ____

(C) Does the statement include provisions for all handicapped students? Yes ____ No ____

(D) Does the statement indicate that the secondary special education program provides opportunities for:

_____ Pre-vocational education
_____ Career exploration
_____ Job-entry training
_____ In-depth skill training
_____ Experiential or cooperative training

(E) Is there provision for the statement to be reevaluated annually? Yes ____ No ____

By:

_____ Administration
_____ Local advisory committee
_____ Faculty

Comments:

Program Component II

OBJECTIVE: To conduct the initial meeting with the advisory committee.

Program Component II

Advisory Committee Formation

PLANNING CONSIDERATIONS:

The purpose of a local advisory committee is to advise school officials with respect to the development and maintenance of a quality vocational component to a secondary special education program. A local advisory committee is composed of a group of lay persons selected by the local school officials. Properly functioning advisory committees help local schools ensure that programs are consistent with needs of students and the community.

It is a policy of the Idaho State Board for Vocational Education, consistent with requirements contained in the 1976 Vocational Education Amendments (P.L. 94-482), that a local advisory committee be established for appropriate programs before reimbursement can be authorized. The committee shall be advisory only, have no administrative authority, and not be created to take away any of the rights and/or privileges of the local board of education and administrative staff.

Membership

Membership of the advisory committee will vary in the scope of qualifications and number of people needed.

1. Qualifications for membership:
   The membership of the committee should include lay people from the community such as representatives from business, industry, and labor who possess knowledge and work experience in the vocational program area for which they will serve. It is recommended that one of the members be a student either presently enrolled or a recent graduate of the program area.
2. Method of designation:
   The members should be nominated by the administration in consultation with the director of special education and/or the vocational or special education teacher. Final appointment should rest with the local board of education and/or administration.
3. Number of members:
   The size of the committee must be determined locally. Consideration should be given to the makeup and size of the community, and nature and size of the vocational program. It is recommended that membership be not less than three nor more than nine.
4. Term of membership:
   A regular system of replacement should be established. Membership terms should be staggered to allow for new members while keeping some experienced representatives to maintain the necessary continuity.
5. Terms of office:
   a. One to three years. Generally, it is recommended to limit membership on the board to three years. This is optional and at the discretion of board policy. Persons may be appointed with one-third serving one year, one-third two years, and one-third three years.
   b. Vacancies should be filled by the appointing authority for the remainder of the unexpired term.

Structure

1. An advisory committee is a group of lay persons who:
   a. Are recognized for their expertise in their occupation
   b. Are representative of the employers and employees in the community
   c. Are organized to advise the school personnel on matters concerning the vocational education program.
2. The local advisory committee shall, from the area served, have appropriate representation of both sexes, racial and/or ethnic minorities, and handicapped.

Suggested Functions of Advisory Committees

1. Advise the eligible recipient on current job needs, the relevance of programs being offered by the district, and the development of its state application.
2. Determine community needs.
3. Assist in the preparation and selection of course material.
4. Provide inservice opportunities.
5. Assist in identifying training and job opportunities for students and graduates.
6. Recommend resource personnel and guest speakers.
7. Assist in surveys if needed.
8. Provide financial and legislative support.
9. Provide public relations services.
10. Meet community needs through the use of existing facilities.
11. Assist in vocational student organizations.
12. Help plan special events.

Organization

The most effective advisory committees are those in which a strong bond of respect exists among the members for each other's characteristics and abilities, as well as a general understanding and acceptance of committee objectives, and a desire to accomplish them as a team. The effectiveness of an advisory committee will be influenced by the amount of constructive planning that has taken place before the organization is actually implemented.

The following activities are designed to facilitate this planning.

LIST OF ACTIVITIES:

Activity 1

Obtain approval from the appropriate school officials for the plan to form an advisory committee.

Who: Superintendent, special education administrator, or designee.

When: Prior to appointment of committee members.

How: Present written plan.

Comments: The plan should include: 1) the functions of the committee; 2) the area of concerns for the committee, i.e., determining labor needs in community, review of program goals and objectives; 3) tentative list of members;

4) organizational structure; 5) meeting date and times; 6) agenda of first meeting (see Activity 3). It is suggested that the local board of education approve the plan.

Activity 2

Send letter of appointment to potential members.

Who: Superintendent or local school board chairman.

When: Immediately after approval.

How: See Appendix A for an example of an appointment letter.

Activity 3

Plan agenda for initial meeting of advisory committee.

Who: Special education administrator.

When: As appropriate.

How: The initial meeting is critical for maintaining the interest and continued support of committee members. If the first meeting is well conducted among the new members, a degree of rapport is established providing for continued participation. The following checklist will assist in preparing for the first meeting.

a. Inform each member in writing of the date, time, and place of the meeting several days in advance.

b. Send invitations to appropriate school administration.

c. Prepare agenda of the program. (Orientation of members is the main objective.)

1. Introduction of the members.
2. Welcome and remarks by the chief school administrator.
3. Philosophy of the school and the specific program.
4. Tour of facilities to be involved.
5. Brief outline of Federal and State legislation for vocational and special education.
6. Organization of the committee. Election of chairperson, vice chairperson, etc.
7. Other business (present at least one topic to be discussed at next meeting, i.e., suggest program component on Employer Survey).
8. Start and adjourn on time.

d. Start and adjourn on time.

Comments: For more complete information on advisory committees, see Vocational Education Publication #170, *Committee for Action.* Copies of this publication can be obtained from the Idaho Division of Vocational Education for distribution to advisory committee members.

Activity 4

Conduct meeting.

Who: Special education administrator.

When: As per plan.

How: Following set agenda.

Comments: Be sure to follow up initial meeting with phone calls or letters to committee members thanking them for attending. File minutes of the meeting. This documentation will be used in subsequent meetings and in the state's evaluation of the program.

EVALUATION:

OBJECTIVE: To conduct the initial meeting with the advisory committee.

Activity	Date Accomplished
1. Approval of advisory committee plan.	_____
2. Send letters of appointment.	_____
3. Plan agenda for initial meeting.	_____
4. Conduct meeting.	_____
(A) Is membership of the committee representative of:	
(1) Business, industry, and labor in the local community?	Yes ____ No ____
(2) Both sexes, racial and/or ethnic minorities, and handicapped?	Yes ____ No ____
(B) Is the size of the committee defined and available to committee members?	Yes ____ No ____
(C) Is the size of the committee manageable?	Yes ____ No ____
(D) Does the agenda for the first meeting allow for orientation of members?	Yes ____ No ____
(E) Are minutes of meeting on file?	Yes ____ No ____
(F) Are minutes of the meeting available to:	
(1) Committee members?	Yes ____ No ____
(2) Students?	Yes ____ No ____
(3) Public?	Yes ____ No ____
(4) School personnel?	Yes ____ No ____
(5) Parents?	Yes ____ No ____

Program Component III

OBJECTIVE: To identify job opportunities within the community.

Program Component III

Assessment of Occupational Needs

PLANNING CONSIDERATIONS:

One of the underlying objectives of vocational education is to meet the labor needs of business and industry. Vocational programs do not train workers for what might be a market for their skills. Rather, they prepare workers for a market that has been identified as needing their specific skills. The process used to identify this market is called an occupational analysis of needs.

There are four general techniques of identifying labor needs. They are:

- employer surveys,
- econometric techniques,
- job vacancy surveys,
- extrapolation of trends.

The *employer survey* is the approach most used by administrators since it is easy to administer, inexpensive, and quickly implemented. The reliability and validity of employer responses may be questionable since many firms do not do the planning necessary to project their own needs with any degree of accuracy. On the other hand, one often overlooked advantage of the employer survey is the resulting involvement of local employers in curriculum planning. Employers can have their ideas and preferences incorporated into the vocational curriculum plans. Because conducting employer surveys is the most common method of identifying labor needs, it will be the only technique discussed.

An employer survey is sometimes referred to as a training needs survey or an area skills survey. It is simply a technique for determining local-regional labor needs and opportunities. The survey will identify a number of occupations that employ a relatively large number of persons in the area. After identification of occupations, a follow-up survey of employers is conducted to determine their current labor needs in these occupations and their expected needs two years and five years in the future.

LIST OF ACTIVITIES:

Activity 1

Meet with the advisory committee to establish a plan for conducting the survey.

Who: Special education administrator or designee and advisory committee.

When: Allow approximately six weeks for the completion of this objective.

How: As appropriate.

Comments: Considerations for this activity are:

- Select a director to administer the survey and write the final report.
- Discuss with the committee the assignment of tasks to individuals or subcommittees and discuss projected deadline dates.
- Outline on a map the region or geographic area within which your comprehensive survey will be conducted.

- Prepare a listing of the businesses, industries, and agencies within the geographic area. This list should include both labor users and suppliers of trained personnel. Some organizations will fall into both categories. For example, a business having a formal training program for a given job classification would be both a supplier of labor and a user of labor. In completing this step, your committee can be of great assistance. In addition, the following documents may be considered:
  a. yellow pages of the telephone directories in the geographic area to be surveyed
  b. directories of manufacturing associations, the Chamber of Commerce, etc.
  c. listing of organizations and agencies contacted by the United Way.
- Determine the technique(s) to be used for data gathering. The three techniques listed here are most popular:
  a. **Personal Interview Method.**
  Conduct an orientation for interviewers who will be making the visitations. Written procedures will need to be prepared and used by all data collectors to ensure reliable and valid responses.
  b. **Mail Survey Method.**
  If a mail survey is to be used, a cover letter on letterhead stationery should be sent along with the survey to the different businesses. The letter should be co-signed by the special education administrator and the chairperson of your committee. Enclose a self-addressed, stamped envelope with the survey.
  c. **Telephone Survey Method.**
  The telephone survey may be used for obtaining concise information for a specific occupational area. This method is very limited in use and is not usually appropriate for a comprehensive survey.
- Develop a timetable for completing the survey.
- Design the instrument(s) to be used to survey labor users and suppliers in order to obtain local labor supply and demand information.

Activity 2

Develop instruments for survey.

Who: Director of survey.

When: Immediately after initial planning meeting.

Comments:

- Have your committee review the instrument or instruments prepared. Committee members will often have valuable suggestions for improving instruments in order to ensure proper interpretations of questions.
- If data processing services can be obtained for tabulating the survey responses, the instrument(s) should be reviewed with data processing personnel prior to finalizing it. This will ensure proper coding of the items for keypunching.
- Finalize the survey instrument(s) you intend to use.
- A small sample of organizations and agencies from the advisory committee membership should be selected for pretesting the instruments and for providing experience to the data collectors, if necessary. On the pretest, ask the respondents to indicate if any questions are unclear or if it is difficult to answer any questions.
- Analyze the pretest data to determine whether the instrumentation is obtaining valid and reliable data.
- Revise the instruments, if necessary, on the basis of pretest results.

Activity 3

Conduct the survey according to plan.

Activity 4

Analyze and report the data to the survey committee.

Who: Director of survey or designee.

When: According to plan.

How: Oral and written reports.

Comments: In analyzing and reporting the data, the following should be done:

a. Describe the procedures used in completing the survey, including:
   - committees utilized
   - sample surveyed
   - survey technique and
   - why the survey was conducted.

b. Describe the findings of the report, including:
   - the number of concerns surveyed
   - the number and percentage of returns.
   - the number of usable and unusable returns;

- the tabulation of responses to each question of the survey instrument. (Reporting responses in this manner allows the reader to see both the question and total of responses for each question.)

c. Consider the following points when analyzing the data and reporting the conclusions and implications of the study:
- A rapid reversal in the need for trained personnel can occur with even minor changes in the level of the economy, particularly in technical fields supporting the production of consumer goods.. In the human or personal services area, there is less fluctuation in labor needs when the overall level of the economy changes; thus, demands are more predictable. If there is a discrepancy between national and local data, and if you know that your local survey is valid, put stock in the local survey.
- Not all graduates who are trained are immediately available for placement in related jobs within the boundaries of the district. Many migrate to other districts or states, continue in school to further their education, or completely withdraw from the labor force and do not accept employment. This last group of graduates is considered a short-run loss to the district; therefore, the number of projected graduates may somewhat exceed the demand.
- Certain people within a district migrate to obtain employment; this factor must also be considered in determining supply.

EVALUATION:

OBJECTIVE: To identify job opportunities within the community.

Activity	Date Accomplished
1. Meet with advisory committee to establish a plan for conducting the survey.	_____
2. Develop instrument(s) for survey.	_____
3. Conduct survey.	_____
4. Analyze and report data to advisory committee.	_____
(A) Has a director of the survey been identified that has time and experience to administer the study?	Yes____ No____

(B) Is the geographic area to be surveyed established? Yes ____ No ____

(C) Has a comprehensive list of businesses, industries, and agencies been prepared? Yes ____ No ____

(D) Are the data gathering technique(s) appropriate for the study? Yes ____ No ____

(E) Has a timetable for the study been developed? Yes ____ No ____

(F) Are the instruments:

(1) Adequate to collect data desired? Yes ____ No ____

(2) Simple in format? Yes ____ No ____

(3) Reliable (consistent interpretations)? Yes ____ No ____

(G) Does the final report describe:

(1) Why the study was conducted? Yes ____ No ____

(2) Sample surveyed? Yes ____ No ____

(3) Committees utilized? Yes ____ No ____

(4) Survey technique(s) utilized? Yes ____ No ____

(5) The number and percentage of returns or responses? Yes ____ No ____

(6) The number of usable returns? Yes ____ No ____

(7) The tabulation of responses? Yes ____ No ____

Program Component IV

OBJECTIVE: To develop procedures which assure the assessment of interests, aptitudes, and job-related skills of students in secondary special education programs.

Program Component IV

Assessment of Student Needs

PLANNING CONSIDERATIONS:

Current Practices. The history of testing clearly reflects a preponderance of standardized, non-referenced tests. Many of these tests have been designed as "one-time" measures to predict how an individual might or might not perform at some future time (e.g., IQ scores). The trend since the mid-1970's has been toward the use of assessment instruments that provide criterion information. Criterion information tells us about the *actual* skills of an individual. It is usually unnecessary to predict when we have the actual criterion information. For example, it is unnecessary to predict that a child *will* perform poorly in the future if he or she *is currently* performing poorly.

In addition to this trend toward the use of criterion information, two other changes are taking place. One of these is *direct* measurement. The commonly-accepted practice is the measurement of the actual behavior rather than one presumed to relate to the actual behavior. Assessment specialists are preferring to measure overt behaviors rather than inferred inner processes like auditory processing.

Another trend is to use *repeated measures* rather than single, one-time measures. Performance on any particular day is rarely "typical." It may be high or low because of poor health, good attitude, poor motivation, or any number of other reasons. However, behavior measured over time typically shows a stable trend around these daily high-low variations.

In summary, the current practices in assessment are toward the use of:

- criterion information
- direct measurement
- continuous measurement.

Vocational assessment is undertaken to help teachers determine the interests, abilities, and potentials of their students. The use of such information should enable the teacher to design programs that prepare students for the work world. The school district should develop policies for providing vocational assessments for students suspected of having handicaps. One primary consideration is to develop the sites where vocational assessments will occur.

Types of Assessment. There are varieties of assessments for the measurement of human performance and potentials. The most common uses for assessment are identification/screening, administrative and instructional programming information. Tests that are good for one purpose may not be desirable for others. Formal assessments are conducted in the areas of intellectual functioning, achievement, personality, interests, and aptitudes. Informal assessments include behavioral observation, interviews, and teacher-constructed assessments. Generally, formal procedures are most useful for administrative purposes while informal, criterion-referenced assessments are most valuable for instruction.

Guidelines on whether to administer any form of assessment are as follows:

- Results should be used for more than merely identification and labeling
- Care should be taken not to overgeneralize test results
- The test should be adaptable to the limitations of the handicapped child.

Vocational Assessment. The district special education administrator and staff should develop assessment procedures to evaluate those relevant aspects of a student's performance which will give the instructional staff the necessary information to prepare a vocationally-oriented program for each secondary handicapped student. Areas that should be included are:

- vocational test results, including interests, aptitudes, and achievements
- job survival skills
- work temperaments and performances
- work samples
- special considerations.

Assessment of *vocational interest*, *aptitude*, *achievement*, *dexterity*, and *basic academic skills* are necessary for comprehensive testing. These are usually standardized tests but direct observation and criterion-referenced testing provides valuable information in these various areas. For example, vocational interest for a student may be more appropriately assessed by watching what a student does rather than by administering an interest test.

Assessment systems used to provide information on work interests and aptitudes include:

1. JEVS Work Samples
2. The Singer Vocational Evaluation System
3. The Valpar Component Work Sample Series
4. Vocational Information and Evaluation Samples
5. Project Discovery.

The work sample aspect of these systems will be discussed later.

Information on basic *job survival skills* is necessary for the development of a vocational program for handicapped students. Areas of concern are well delineated in Brolin (1980). These are:

- follow directions
- work with others
- work at a satisfactory rate
- accept supervision
- recognize the importance of punctuality
- meet demands for quality work
- demonstrate occupational safety.

The assessment of these areas is usually completed by direct observation of student performance in classroom, vocational workshop, home, work placement, and other daily life situations. Data sources are:

- the personal statements of peers and fellow workers

- production rates according to a norm
- number of directions correctly completed
- time for completion
- number of times late and minutes late
- number (or percent) of errors in relation to safety or production.

The results of *work samples* and other hands-on experiences provide valuable information on the present skills of students either prior to or during training. Work samples are a series of activities designed to simulate a specific job and to assess skills, attitudes, and aptitudes of students for that job. They may be used to evaluate:

- level of instruction needed on task
- quality or quantity of work in comparison with industry standards
- amount of reinforcement, cueing, or other supervision needed.

Stodden, Casale, and Schevatz (1977) list the following advantages of this approach over standardized instruments. Work samples:

1. assess the same skills, attitudes, and abilities required by competitive employment situations
2. reflect the "real world of work"
3. are much less affected by sensorimotor impairments, educational deficiencies, and anxiety than the usual standardized instruments
4. permit observing actual work behavior in a controlled setting.

According to the Council for Exceptional Children's publication entitled, *Vocational Education of Handicapped Students — A Guide for Policy Development*, the following list of considerations should be made when adopting a work sample assessment:

- Appropriate for subject population (various handicapped conditions represented among potential evaluees).
- Graduated in difficulty from very simple structured operations to more difficult activities involving symbolic reasoning and abstract conceptualization.
- Range from gross motor control to fine finger dexterity.
- Appropriate for courses and training areas offered in local program.
- Appropriate to employment opportunities in local community.
- Sufficient variety to determine an individual student's interests.

Work samples can be purchased from commercial sources (listed previously), obtained from rehabilitation centers, or locally developed. They may be classified into three categories (Mason and Bently, 1975): isolated trait samples, simulated work samples, and actual work samples.

An *isolated trait* sample measures performance on a specific task which is one part of a job. These samples may not use actual

tools, materials, or processes. They do not require that the sample be administered in the actual job setting; they are usually less expensive to develop and administer than the following types.

A *simulated* work sample measures performance on many of the specific tasks which make up a total job and require the use of most of the actual tools and materials within the actual procedures. They can be administered in a job-related or an educational setting. Norms from the actual job should be applied in rating performance. Relevant behaviors should also be observed while administration is in progress. These samples are developed from analysis of specific jobs. For simulated samples which require materials to be consumed, the cost of administration can be greater than isolated trait samples. Typically, simulated work samples provide more relevant evaluation information than isolated trait samples. They are usually more reliable and have more predictive validity than isolated trait samples.

Actual work samples are real mock-ups of the total job situation. All materials, tools, and techniques are real. The setting is as close to real work situations as possible. Supervisory attitudes and production requirements are also very close to the real job situation. Actual industrial norms are used for judging performance.

From considerable experience with work samples and the development of administration manuals for the samples, the Research and Training Center of the University of Wisconsin has developed a technique for manual writing. A suggested format can be obtained from the Materials Development Center's Work Sample Manual Clearinghouse at the University of Wisconsin, Stout, Wisconsin.

Work samples can be tailored to the unique job opportunities of any community. The steps in this process are as follows:

- Survey jobs in the community that could potentially accommodate handicapped students.
- Analyze components of the job.
- Identify the common tools and apparatus required to do the job.
- Develop a mock-up of the job in a form that can conveniently be accommodated in a classroom.
- Develop performance evaluation sheets to record student responses.

A few examples of different work samples that could be developed include:

furniture refinishing	folding and banding of mail, etc.
waitress duties	envelope stuffing
janitorial duties	mail clerk duties
alphabetical filing	hole punching

One problem with the work sample approach to assessment is that it seeks to determine only skills the handicapped person currently has, rather than to ask what *could* the individual do given good training procedures or modification of task. There is a growing belief among educators that nearly all persons can

achieve competency in the most basic skill areas. Thus, it is more productive to approach work sample results as trainable areas, whether the student does well or poorly.

A *task analysis approach* to assessment assumes that jobs are complex sets of specific behaviors and can be broken down into sequential component parts. This type of evaluation seeks to find a starting point for further instruction. Thus, if the work sample system is used, the approach would not be what job is the student suited for, but rather, what current skills does he or she possess and how can the teacher develop those skills still needed. This approach integrates assessment and training. This type of assessment tells the instructor what skills the student has, what teaching strategies may be appropriate, what resources are likely to be necessary, and approximately how long training will be needed.

LIST OF ACTIVITIES:

Activity 1

Determine the types of multifaceted student assessments needed to support program goals.

Who: Special education administrator, special education and/or vocational education teacher, and one or more members of the advisory committee.

When: 2-3 months prior to the implementation of the secondary special education program.

How: Select those instruments and procedures that meet program needs from the areas of:

- aptitudes
- interests
- actual work skills needed for a job
- achievement
- job survival skills
- physical characteristics.

Comments: Assessment needs will vary with the severity of handicapping conditions of students and work for which they are being prepared. *Assessment should closely relate to curriculum.* P.L. 94-142 requires multifaceted assessment.

Activity 2

Determine specific personnel who can provide assessment services for students.

Who: Special education administrator.

When: Immediately after Activity #1 above.

How: Select from such staff as:

a) regular, vocational, and special educators
b) counselor (including school and rehabilitation counselor)
c) health related professionals (physicians, nurse)
d) school psychologist
e) vocational evaluator

f) work experience supervisor
g) employers
h) University personnel.

Comments: Keep staff aware of the fact that assessments should provide information useful for teachers and prospective work study supervisors. Staff should also be directed to modify assessments to meet the needs of various handicapped students, e.g., simplifying instructions, use of braille, etc.

Activity 3

Determine the necessary work samples that correspond to available, or potentially available, jobs in the community.

Who: Special education administrator, special and vocational education teacher.

When: Prior to developing curriculum with on-going revision throughout program.

How: In most cases work samples will need to be developed within district since commercial assessments are both expensive and not directly related to community jobs. In developing work samples, perform the following steps listed below:

a) Survey jobs in the community that could potentially accommodate handicapped students.
b) Analyze the job components.
c) Identify the common tools and apparatus required to do the job.
d) Develop a mock-up of the job in a form that can be accommodated in a classroom.
e) Develop performance evaluation sheets to record student responses.

Comments: Review Planning Considerations sections above under simulated and actual work samples.

Activity 4

Develop observational techniques to assess job survival skills and job performance.

Who: Special and vocational education teacher.

When: Concurrent with development of curriculum with on-going revision throughout program.

How: Observational techniques appropriate to measuring behaviors of student in training and work settings. These include:

a) event recording
b) duration recording
c) interval recording
d) time sampling.

There are a number of books and articles available to teach these procedures. See Appendix B for samples.

Comments: Observational techniques are most appropriate to the teacher's needs during the ongoing instructions phase for measuring performance during training, job survival skills, and specific work skills.

Activity 5

Determine guidelines for the assessment program.

Who: Special education administrator and advisory committee.

When: Concurrent with the completion of the previous four activities.

How: The administrator and committee should meet to establish procedures and policies to ensure the following:

a) comprehensive, multifaceted, non-discriminatory assessment (see *Administrative Rules and Regulations for Special Education*);

b) school district position on the use of standardized tests, e.g., appropriate and inappropriate use of standardized tests

c) procedures for sharing test information with employers

d) potential systematic involvement of parents in providing observations of student skills exhibited in home setting

e) other items as appropriate to school district needs.

Comments: While compliance with state and Federal regulations is a major consideration, it is equally important to specify orientations and needs of the school district in the area of assessment.

EVALUATION:

OBJECTIVE: To develop procedures which assure the assessment of interests, aptitudes, and job-related skills of students in secondary special education programs.

Activity	Date Accomplished
1. Determine the types of multifaceted, standardized student assessments needed to support program goals.	_____
2. Determine specific personnel who can provide assessment services for students.	_____

3. Determine the necessary work samples that correspond with available, or potentially available, jobs in the community. _____
4. Develop observational techniques to assess job survival skills and job performance. _____
5. Determine guidelines for the assessment program. _____

Program Component V

OBJECTIVE: Prepare a pre-planning document that identifies resources available to the program.

Program Component V

Assessment of Program Needs

PLANNING CONSIDERATIONS:

Secondary special education program resources may include availability of equipment, qualifications of teaching staff, size of the student body, tax base, cost and duration of training for entry-level skills in a particular occupation, state regulations, etc. An assessment of program needs involves estimating resources and constraints, including surveys of current program status, personnel employment opportunities, and other program considerations pertaining to work experience, health and safety, and industry and community involvement.

Personnel Considerations. The quality and commitment of staff often determine the extent to which program objectives are met. Management of personnel practices can be segregated into two major functions:

1. **Recruitment.** This includes finding, screening, and selecting qualified personnel.
2. **Maintenance.** This may be ensured by:
   A. Orientation and training.
   B. Communication.
   C. Periodic assessments of performance with meaningful feedback.
   D. Special education inservice topics such as assessment, developing individual objectives, techniques of teaching handicapped students, evaluations, etc., should be provided to vocational educators. Likewise, vocational topics such as curriculum development in vocational education, methods of teaching industrial processes, operation of vocational youth clubs, etc., should be provided to special educators.

Health and Safety Considerations. Vocational education programs must consider problems of health and safety in the planning process.

1. In what institutional settings should the programs be located?
2. Can the programs be housed in a school facility?
3. If the programs can be housed in a school, is the cost related to health and safety considerations prohibitive?

If the decision is not to locate programs in a high school, occupational center, or a community college because of health and safety factors, other options are available. These locations may still offer the program by using industrial facilities for the laboratory phases of the instructional program. The laws governing health and safety on school sites are more stringent than those placed on business and industry.

Costs involved in establishing instructional programs with high risks to health and safety are a major determinant in whether or not a school should conduct a program. These costs can include safety clothing for students, equipment guards, special ventilation systems, and others. These considerations may

necessitate the program being at a business or industry site coordinated by school personnel.

P.L. 93-112, Section 504, requires that each program or activity shall operate so that when viewed in its entirety, is readily accessible to handicapped persons.

Programs can be made accessible by:

- redesign of equipment
- reassignment of classes or other services to accessible buildings
- assignment of aides to handicapped students
- alteration of existing facilities or construction of new accessible facilities.

Adaptive and Special Equipment. During the vocational assessment process, students' need for special equipment should be identified. While some devices and equipment for different handicapping conditions are available commercially, staff can also design and develop appropriate equipment. For example:

1. guardrails
2. cover plates
3. warning lights and/or sounds
4. hand, foot, head, and/or mouth controls
5. adaptive handles on tools
6. pattern and/or magnifying guides.

In order to provide realistic training programs, vocational components of secondary special education programs must attempt to create physical environments resembling as closely as possible those found in industry. This facilitates the development of actual skills used in industry.

In adapting equipment to meet the needs of handicapped students, it is important to work closely with representatives of the business-industrial community to ensure that training conditions develop skills that can be transferred to industry. Most employers are willing to make reasonable accommodations to modify or adapt equipment or devices to meet the needs of handicapped workers. When training students in vocational programs, the conditions should not be so special that their duplication would be difficult for future employers. Students trained under such conditions might be unable to find employment in industry.

Additional Program Assessment Considerations.

1. **Current status of vocational program.** Study the present condition of the proposed vocational program within the district. Necessary information includes:

- existing surveys or information regarding similar programs
- a recommendation as to the most appropriate educational level for this proposed program
- existing information about enrollment, retention, and placement records
- information regarding exploratory or feeder programs, if any, at lower levels.

2. **Opportunities.** Gather information about employment opportunities and conditions in the service area of the proposed program, including:

- existing surveys of the employment market that relate to this specific vocational program
- an explanation or illustration of the career ladder (or lattice) potentials of the job
- an indication of the shortage/surplus trends in the specific occupation
- an indication of the seasonal or fluctuating trends of the occupation
- an identification of the geographical areas or locations of highest employment for the occupation.

3. **Economic considerations.** The next step in proposing a new program with a vocational component is a description, most often an estimate, of the cost of the program. This should include information about the following items:

- initial costs of the program (facilities, equipment, curriculum guides, etc.).
- estimated ongoing costs of the program (supplies, transportation, in-service, etc.).
- student-teacher ratio and per pupil cost of the program.
- suggestions on how the program can be financed.

4. **Personnel considerations.** Gather information regarding personnel. Can you answer these questions?

- Are qualified instructors available?
- What leadership is available?
- How can business and industry be involved? Three major techniques have been used by educators for involving business and industry personnel in vocational and technical education programs:
  a. the advisory committee
  b. the school-appointed coordinator or special consultant for industry liaison
  c. the local trade and professional associations in the community.

5. **Work experience considerations.** Vocational and technical education, with its emphasis on preparation for jobs and careers in trade, industry, agriculture, business, and sub-professional fields, must plan appropriate work experience for students.

LIST OF ACTIVITIES:

Activity 1

Prepare a pre-planning document that identifies resources available to the program in the following areas:

1. current status of vocational education programs in district
2. employment opportunities for students who complete the program
3. economic considerations
4. personnel considerations
5. work experience considerations.

Who: Special education administrator or designee.
When: Prior to writing goals and objectives.
How: Use results of labor market survey, analysis of personnel needs, self-analysis of local circumstances and situations.
Comments: Use evaluation section for details on content of pre-planning document.

EVALUATION:

Does the pre-planning document include:

A. Current status of vocational programs in district?
   1. Are existing vocational programs identified? Yes ____ No ____
   2. Is there a recommendation of appropriate educational levels for proposed program? Yes ____ No ____

B. Employment opportunities for students who complete the program?
   1. Were results of the labor market survey used to identify the employment market? Yes ____ No ____
   2. Is there an explanation of the career potentials for jobs? Yes ____ No ____
   3. Is there an indication of the labor shortage/surplus trends for specific occupations identified? Yes ____ No ____
   4. Is there an indication of seasonal or fluctuating trends of specific occupations identified? Yes ____ No ____
   5. Are there indications of geographical areas of highest employment potential? Yes ____ No ____

C. Economic considerations?
   1. Have preliminary cost estimates been identified for:
      a. facilities? Yes ____ No ____
      b. equipment? Yes ____ No ____
      c. curriculum? Yes ____ No ____
      d. health and safety? Yes ____ No ____
      e. ongoing costs of program (supplies, transportation, inservice)? Yes ____ No ____
   2. Has student-teacher ratio been established? Yes ____ No ____

D. Personnel?

1. Have qualifications of instructors been identified? Yes _____ No _____
2. Are there standard recruitment procedures? Yes _____ No _____
3. Is an orientation conducted? Yes _____ No _____
4. Are procedures developed for periodic staff evaluation with feedback? Yes _____ No _____
5. Are procedures developed for inservice opportunities? Yes _____ No _____
6. Have business and industry been involved in writing teacher qualifications? Yes _____ No _____

E. Work experience considerations?

1. Have appropriate work experiences for students been identified? Yes _____ No _____

Program Component VI

OBJECTIVE: To develop local program goals and objectives for secondary special education programs.

Program Component VI

Program Goals and Objectives

PLANNING CONSIDERATIONS:

1. Quality secondary special education programs require appropriate planning. The most detailed planning should take place as near the level of implementation as possible, with policies and guidelines from the state and federal government as well as locally-developed philosophy providing direction while allowing maximum flexibility in programs. Such planning should consider student needs and aspirations, manpower needs, resources, and facilities.

2. The primary purpose of secondary special education programs should be to provide students with the skills, attitudes, abilities, knowledge, and safe work habits necessary to enter and succeed in employment.

3. Vocational education is that part of education which provides opportunity for specialized skill development which makes an individual more employable in one group of occupations than another. General academic education courses are applicable to all aspects of life, regardless of occupation chosen, and should serve as the foundation and support for vocational education.

The role of secondary special education programs in relation to vocational education includes the provision for:

a. A basic foundation in the areas of reading, computation, and communications so that success in career planning and preparation can be maximized.
b. An introduction to the variety of careers available and an understanding of abilities, strengths, weaknesses, etc., in determining an interim career choice.
c. Vocational training relating to an area of interest and aptitude that will enable the student to develop a "job entry level" skills in an occupation that has placement potential.

4. The following principles should serve as the basis for the development of quality secondary program goals and objectives. They are of a broad philosophical nature and not intended as operational rules or regulations.

a. Vocational education in secondary programs benefits the entire society; therefore, its provision is the cooperative responsibility of the nation, the state, and local community.
b. Vocational education is based upon the continuous assessment of the social, economic, and occupational needs of the individual and society.
c. Vocational education, while primarily concerned with work or employment-related attitudes, skills, and knowledges, contributes to the total growth of individuals.
d. Vocational education is for all individuals who need, want, and are able to profit from it without regard to sex, age, creed, religion, race, geographical location, or *handicaps*.
e. The learning environment simulates the work environment found in the occupation.

f. The training replicates operations, tools, and machines used in the actual occupation.

g. The program enables all individuals to optimize their interests, aptitudes, and abilities.

5. Before developing program goals and objectives at the secondary level, it is important to note that services can be made available through a combination of delivery systems depending on the student base, facilities, and existing resources. Possibilities include:

a. *The comprehensive high school*, where vocational education is provided in the home high school.

b. *Cooperative arrangements between schools and/or school districts*, where neighboring districts develop a formal "cooperative agency" for the administration of joint vocational programs or vocational services are purchased from the sponsoring district.

c. *Contract with postsecondary area vocational-technical schools*, where districts are in reasonable proximity and enter into a contract with the postsecondary school for vocational services.

d. *Other* delivery systems approved by the State Board for Vocational Education and/or the Department of Education.

6. Considerations for program goals are:

a. Vocational education shall be an integral part of the total education of secondary handicapped students.

b. All secondary handicapped students shall have the opportunity to participate in regular or specially-designed vocational preparation.

c. Vocational assessment shall be completed as part of the comprehensive multidisciplinary assessment of secondary handicapped students.

d. Vocational counseling shall be provided to secondary handicapped students to explore career options.

e. Related services shall be provided secondary handicapped students to support vocational objectives.

f. Work experience shall be an integral part of the total program provided to secondary handicapped students to facilitate their transition from school to the world of work.

g. Sheltered work training programs shall be provided secondary students who cannot be appropriately placed in the regular vocational program.

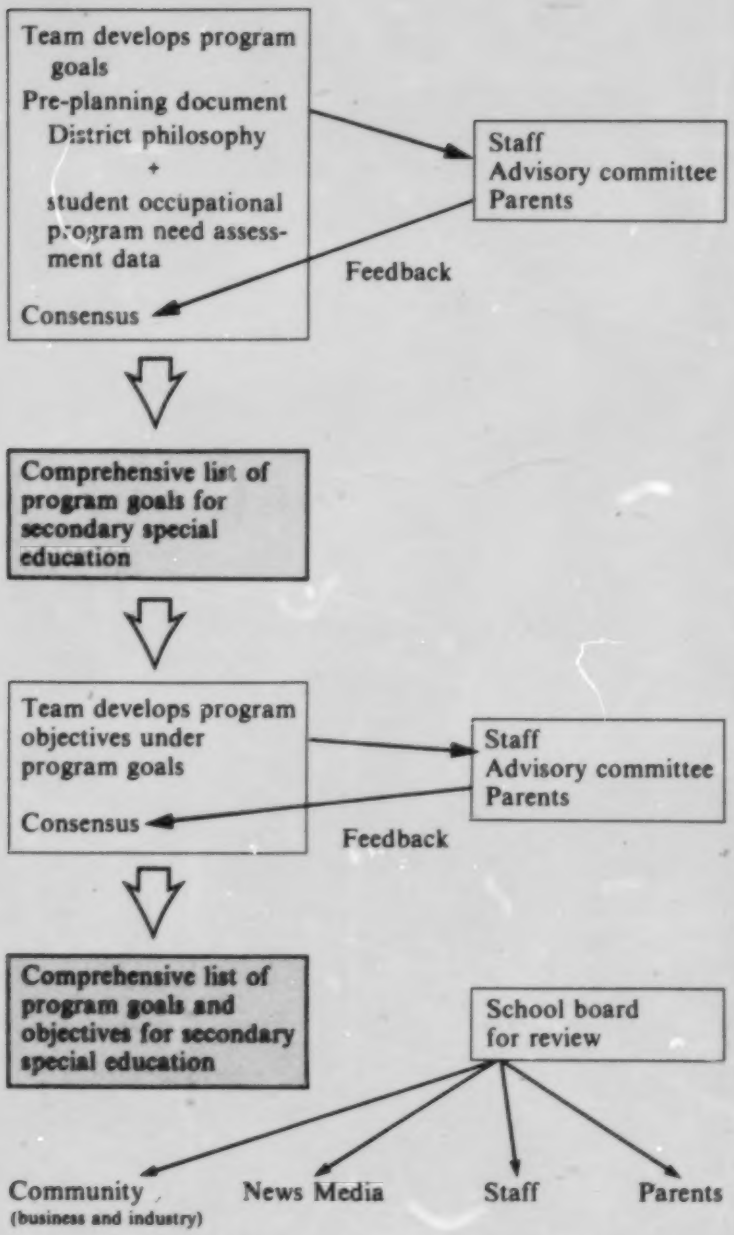
h. Job placement assistance and follow-up services shall be available for secondary handicapped students in finding and keeping gainful employment in the occupation for which they were prepared.

i. Secondary handicapped students shall have the opportunity to articulate with postsecondary vocational programs.

7. Program objectives should be designed to meet the program goals. After local districts develop secondary special education program goals, program objectives need to be delineated for each program goal. As local planners specify those objectives, it is helpful to remember:

1. While writing objectives in measurable terms, consider maximum program flexibility.
2. Objectives should reflect the resources of the community and the potential of the educational program.
3. Objectives should be realistic for the population for which they are intended.
4. Objectives should be reviewed periodically for possible revision.

The figure below represents a sequence of events which need to occur when program goals and objectives are developed. It is recognized that the list of activities (process, procedures, type and number of team meetings) will vary from district to district. Activities used to formulate a comprehensive list of program goals and objectives will vary from district to district. Program goals are developed first. Once concensus is developed for each program goal. Once again consensus is necessary for the comprehensive list of program objectives.


Team develops program goals
Pre-planning document
District philosophy
+
student occupational program need assessment data
Consensus
Staff
Advisory committee
Parents
Feedback
Comprehensive list of program goals for secondary special education
Team develops program objectives under program goals
Consensus
Staff
Advisory committee
Parents
Feedback
Comprehensive list of program goals and objectives for secondary special education
School board for review
Community
(business and industry)
News Media
Staff
Parents

LIST OF ACTIVITIES:

Activity 1

Identify a team composed of members from various disciplines, e.g., special education teachers, vocational education teachers, regular education teachers, counselors, administrators, related ancillary personnel, parents, and advisory board representatives(s).

Who: District superintendent, special education administrator, or designee.

When: After pre-planning document is prepared.

How: Procedures for selection of team may include:

a. invitation to key personnel
b. administrator appointment
c. volunteer.

Comments: Success is greatly enhanced when team participation is maximal. Potential for success is also greater if representatives are included from the teams that developed the district philosophy statement, needs assessments, and pre-planning document.

Activity 2

Share with team members the pre-planning document developed in Program Component V.

Who: Superintendent, special education administrator, or team chairperson.

When: One week prior to first meeting of committee.

How: Copy materials from pages and under Planning Considerations of this section.

Comments: Team members should be encouraged to critically examine the list of goals and modify if necessary.

Activity 3

Conduct meeting(s) to formulate a comprehensive list of secondary program goals for handicapped students.

Who: Team chairperson and team members.

When: One week after agenda and related information is given to team members.

How: As necessary to formulate comprehensive list of secondary program goals.

Activity 4

Share the list of team developed program goals with other appropriate school district staff members, advisory committee, parent groups, etc.

Who: Superintendent and/or team chairperson.

When: As soon as possible.

How: a. Faculty or departmental meetings
b. circulated memos
c. other.

Comments: A deadline for feedback (approximately one week) should be established. Follow-up communication may be required for clarification purposes. Feedback should be shared with team members as soon as possible.

Activity 5

Conduct meeting(s) to reach consensus on final list of secondary special education program goals.

Who: Team chairperson and team members.

When: One week after team members receive feedback.

How: See Figure 1., page .

Comments: Discuss procedures to be used in developing program objectives utilizing the information in #7 on page 34.

Activity 6

Conduct team meeting(s) to generate comprehensive list of program objectives.

Who: Team chairperson and team members.

When: One week after team receives agenda and collated list of objectives.

How: See Figure 1.

Comments: Team should refer to the evaluation section of this Program Component.

Activity 7

Follow same procedure described in Activities 4 and 5 to gain feedback and reach consensus on final comprehensive list of program objectives.

Activity 8

Share final list of developed program goals and objectives with staff, parent groups, and the local advisory board followed by submission to local school board.

Who: Superintendent.

When: As soon as possible.

How: a. Faculty or departmental meetings
b. circulated memo
c. other.

Comments: It is important to get staff, parents, and advisory board responses prior to submission to the local school board. This will provide the opportunity for revision.

Activity 9

Share final district-developed program goals and objectives for secondary special education program with all district staff members, parents, and community at large.

Who: Superintendent.

When: After board review.

How: a. Faculty or departmental meetings
b. circulated memo
c. school district news media
d. other local news media.

Comments: Teachers, administrators, community leaders, and parents who have been involved in the development of the district philosophy, local assessments, program goals, and objectives for secondary special education may be asked to respond to questions.

EVALUATION:

OBJECTIVE: To develop local program goals and objectives for secondary special education programs.

Activity	Date Accomplished
1. Identify team members.	_____
2. Share pre-planning document with team.	_____
3. Formulate goals, obtain feedback, and reach team consensus.	_____
4. Share program goals with staff members, advisory committee, parent groups, etc.	_____
5. Reach consensus on program goals.	_____
6. Formulate list of program objectives.	_____
7. Share objectives with staff members, advisory committee, parent groups, etc. and reach consensus on program objectives.	_____
8. Share goals and objectives with staff, parent groups, advisory committee. Submit to school board.	_____
9. Share final program goals and objectives with staff, parents, community at large.	_____

Product Evaluation:

1. Do program goals relate to the district pre-planning document?	Yes ____	No ____
2. Are they comprehensive in nature so that they collectively cover the scope and intent of the philosophy statement?	Yes ____	No ____
3. Are objectives written in measurable terms?	Yes ____	No ____
4. Are program goals and objectives written in such a way:		
a. to allow for maximum program flexibility?	Yes ____	No ____
b. that they are realistic for the population for which they are intended?	Yes ____	No ____
c. that there is a process in place for the continuous revision of program goals and objectives?	Yes ____	No ____

Program Component VII

OBJECTIVE: To develop a curriculum and related instructional procedures to assure an appropriate vocationally oriented program for secondary special education students.

Program Component VII

Curriculum and Instruction

PLANNING CONSIDERATIONS:

Curriculum. Curriculum is the single most important component of a school program. In the development of services for the handicapped, curriculum development is constantly in the process of revision because the expectations for achievement for handicapped persons are constantly being increased. It has been shown that even persons with unmeasurable IQ's can be prepared to perform useful, satisfying, and remunerative work.

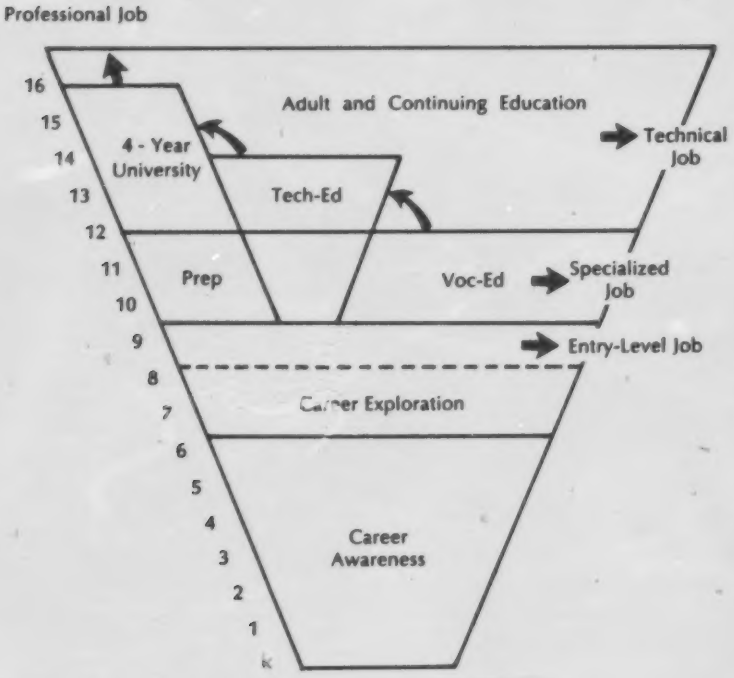
At present a large percentage of both normal and handicapped students are leaving high school without the necessary prevocational skills essential for entry into useful and rewarding employment. There is a need for career education programs for the handicapped. This type of programming is a growing concern of both State and Federal personnel who are interested in the education of handicapped students. Sidney P. Marland, Jr., U.S. Commissioner of Education, states that:

> All education is career education — or should be. I propose that a universal goal of American education, starting now, be this — that every young person completing his school program at grade 12 be ready to enter either higher education or useful and rewarding employment (Marland, 1971, p. 22).

Hoyt (Budke, Bettis, and Beasley, 1972) defined career education as follows:

> Career education represents the total effort of public education and the community to help all individuals become familiar with the value of a work-oriented society, to integrate those values into their lives in ways that make work possible, meaningful, and satisfying to each individual (p. 3).

The following figure depicts a school-based model of career education for the handicapped. It is one which begins in kindergarten and extends through adulthood. Career awareness and exploration curriculum in the elementary and junior high grades will assist secondary programs in preparing students for entry level jobs upon graduation.



Marland's school-based career education model.

Career education curricula should be adopted or developed in the following program areas:

a. daily living skills
b. academics to support daily living and vocational skills curricula
c. career exploration
d. personal-social skills (focused primarily on work related to job needs)
e. special job(s) training,
   1. pre-vocational,
   2. vocational skill development.

The purpose of secondary special education should be to prepare students for post-secondary living. The major question to be answered is, "What do we want handicapped students to be able to do in the work world and what independent living skills should they have?" Some general guidelines for curriculum development are presented below.

1. **Realities of the Community.** Look at the realities of the community in terms of available, or potentially available, jobs. What can be done by the school to make the student most employable and still meet the realities of the community or region?

2. **Utilization of "Mainstream" Curriculum.** To the maximum extent possible, the curriculum of the regular high school program should be utilized. Because students are identified as handicapped does not mean they will need a different than regular curriculum. In many cases the regular vocational curriculum will be appropriate for the handicapped. In other cases only minor modifications will be necessary for handicapped students to succeed. *At every stage of program development and modification, the special education and vocational education teacher should think first of how the regular program can meet the needs of handicapped students.*

3. **Resources Available to Meet Training Demands.** The school district has many resources available from the Idaho Department of Education, Special Education Section, and the Idaho Division of Vocational Education, and a local base of support.

4. **Special Constraints Unique to a Handicapped Population.** There are constraints that particular handicapping conditions place on the development of a curriculum. Districts who have students with physical or sensory impairments, for example, should consider what impact these deficits will have on curriculum. Resources for curricula and curricular modifications are listed in Appendix C.

Individualized Educational Programs. Federal Law (P.L. 94-142) and Idaho State regulations both require the development of total service plans for handicapped students. P.L. 94-142 stipulates that school districts should develop, implement, review, maintain, and evaluate individualized educational programs (IEP's) for all handicapped students, including those in secondary special education programs. The required components of an IEP are the same as for all handicapped students. Refer to the Idaho State Department of Education (Special Education Section) document entitled *Individualized Education Programs for Idaho's Exceptional Children.* The unique requirements for secondary handicapped students are the vocationally-orientated goals and objectives. These will be discussed later in this section.

Personnel who have information about the student's vocational interests and potential, who may play either a direct or indirect role in the development of those skills, should be identified. From that group the participants for a child study team should be selected. It may be more appropriate to refer to the "student study team" when adolescents are involved. Within the parameters of State guidelines, the following should be considered:

- vocational education supervisor
- Specialists who conduct components of the vocational assessment

- work placement coordinator
- vocational education teacher
- supportive services personnel, e.g., vocational guidance counselor, vocational rehabilitation counselor, etc.
- the student (this is critical since the plan effects the student's future)
- employer or potential employer.

In developing long-term goals for secondary handicapped students, the major concern should be the skills and knowledge needed by the student in order to function independently and productively. The primary settings for which the student should be prepared are:

1. vocational placements
2. general community, including social settings
3. domestic settings.

In developing long-term goals (total service plan), the team should address the following questions:

1. What is the importance of this activity for adult life?
2. Is this activity necessary to prepare students to function in the community?
3. Is acquisition of the skill necessary for the student to function as an adult?
4. Are the skills, materials, tasks, and criteria used similar to those encountered in adult life?
5. Have alternative activities been considered?

Once long-term goals have been developed, they should be prioritized. (Determine which are to be taught first, last, and concurrently.)

Short-term objectives should lead to the acquisition of longterm goals. Guidelines for developing these objectives are listed below:

- They should be functional, e.g., relate to skills that are directly useful to the student in real life situations.
- They should specify the behavior required, the conditions of training, and mastery criteria.
- They should be sequenced in order of difficulty.
- They should be motivating.
- They should be supported by, or relate to, available curriculum and equipment.
- They should directly relate to long-term goals.

Program Models and Placement Options. There are a number of program models. The model(s) adopted by a school district is dependent on a variety of factors, including geographic setting (rural vs. urban), economics of the community, resources of school district, degrees and types of handicapping conditions within the student population to be served, competencies of faculty, and work level and settings.

Listed below in order of *most* to *least* restrictive are a variety of settings:

1. institutions

2. classrooms
3. group homes
4. sheltered workshop,
   a. isolated from business or industry,
   b. within business or industry
5. placement in business or industry (non-sheltered),
   a. supervised,
   b. non-supervised.

The level of training/work can range as follows:

1. entry skills, including prevocational and independent living skills, and occupational awareness
2. training for work, but not actual production
3. simulated work, used to maintain skills once they have been acquired
4. actual production, in which student is producing either with or without remuneration.

A consideration for secondary special education programs should be to develop skills in students that allow them to function in the least restrictive setting. Likewise, actual production, rather than training or simulated work, should be the outcome.

Program Models. There are at least four types of vocational program models that can be identified, each being more or less appropriate to the above listed work settings and training/work. These are:

1. **Prevocational.** Prevocational programs focus on skills like work-related behaviors (attendance, endurance, independence, production, communication, social skills, and self-help). The level of difficulty and specificity are dependent on the severity of the student's handicap.
2. **Work experience.** Work experience is more advanced than prevocational training, the primary purpose being to guide students into general employment areas. A level of activity utilized in this model is simulated work experience that exposes students to tasks and responsibilities of various jobs.
3. **Work-study.** Work-study utilizes both on- and off-campus settings to train students. Part of each school day or week involves return to the classroom for instruction related to work activities at the job station. After graduation, students are sometimes employed in the same job. Examples of on campus work sites include:
   a. **Building Maintenance.** The students may assist the custodial staff in a variety of tasks, such as dusting, emptying waste baskets, cleaning windows, arranging the desks and chairs, sweeping, mopping, and waxing.
   b. **Grounds Maintenance.** This may include picking up litter, raising or lowering the flag, cutting the grass, caring for the flowers, shrubs, etc., and removing snow or ice.

c. **Cafeteria or Food Service.** Unloading and storing food, shelving materials, putting out milk, removing garbage, cleaning tables, filling salt and pepper shakers, supplying the serving line, and serving from the line.

Other school sites might include:

Office Services	Classroom
Stock Room	Library
Visual Aids	Physical Education and Recreation
Music Room	Art Room
Warehouse	System Bus Garage
Nurse's Office	

4. **On-the job training.** On-the-job training is based on the concept that skills can be taught to students at the job site rather than working at several job stations. It enables the student to work beside a mentor and gradually fade modeling and assistance as independence and self-reliance develop. At a point in each day or week the work-study coordinator visits the job site.

For small school districts it may be necessary to develop cooperative programs with other schools since costs may prohibit establishing programs for only a few students.

LIST OF ACTIVITIES:

Activity 1

Form curriculum committee.

Who: Special education administrator.

When: At least three months prior to accepting students into program.

How: The development of curricula within the school district should be a committee effort, just as it is for the rest of the school curriculum. The committee should be made up of representatives from:

- school administration
- regular curriculum committee
- special education
- vocational education
- regular education
- local business or industry
- others as seen appropriate.

Comments: The curriculum committee may overlap in membership with the advisory committee.

Activity 2

Specify curricular areas to achieve program goals.

Who: Curriculum committee.

When: At least two months prior to accepting students into program.

How: The committee should carefully specify curricular areas that will lead to the realization of program goals as they were reviewed by the local school board. Identify work and academic skills students need to achieve the goals.

Comments: Study the program goals and curricula of other programs to see how they have attempted to coordinate the two.

Activity 3

Identify components of the existing regular education curriculum in vocational and academic areas which are applicable to secondary handicapped students.

Who: Curriculum committee assisted by special education administrator and special education teacher(s).

When: As appropriate.

How: Meet with teachers to discuss potentially appropriate vocational and academic courses to meet the needs of special education students. Review components of courses to determine which units are applicable without modification.

Comments: Procedures that support special students without curricular modification are such things as peer tutoring, orally presented tests, supplemental readings and exercises, motivational systems (token economy), etc. Curriculum should be developed to be competency-based.

Activity 4

Identify components of curriculum in vocational and academic areas that can be used if modified.

Who: Curriculum committee assisted by special education administrator and special education teacher(s).

When: Concurrent with Activity 3 above.

How: Meet with teachers of relevant courses to see what adaptations are needed in order to make existing curriculum appropriate to handicapped learners. A number of sources are usually available which recommend changes for students with learning, visual, hearing and physical handicaps. There are many suggestions for adapting reading level, making activities more concrete, task analyzing activities, using visual aids, using audio and visual apparatus, etc.

Comments: Review procedures other programs have used to adapt curriculum for handicapped students.

Activity 5

Develop or adopt new curriculum if that which exists cannot be adapted for handicapped students.

Who: Special education administrator and special education teacher(s), with curriculum committee consultation.

When: Upon completion of Activity 4.

How: If curricula can be adopted either from commercial outlets or from existing programs, it will save districts months of work. In Appendix C a number of sources are listed which can provide information on curriculum for the handicapped.

Comments: Adopted curriculum should be competency-based.

Activity 6

Identify training sites and community jobs that support the program goals, objectives, and related curriculum.

Who: Special education administrator and/or special education teacher(s).

When: Prior to beginning the program and ongoing.

How: Based on the needs of the district, available resources, and the types of handicapping conditions the program serves, one or more models of service should be adopted. (See examples of models in Planning Considerations above.) The less competent students will need pre-vocational and more sheltered work settings. The more capable students will need off-campus work stations in business, industry, and other settings.

Comments: Be aware that there are different levels of "work." They are:

1. prevocational and independent living skills, and occupational awareness
2. training for work where work is not actual production
3. simulated work, used to maintain skills once acquired
4. actual production, where students are producing either with or without remuneration.

In most cases level should only be used to prepare the student for higher functioning. Programs should be developed in a way that they accommodate students of varying capabilities.

Activity 7

Identify members of the student study team and determine the role of each.

Who: Special education administrator.

When: Following referral of students to the program.

How: Refer to Sections 3.5 and 3.8 of Idaho *Rules and Regulations* which specify activities of the child study team and the development of IEP's. Other major considerations for IEP development at the secondary level are that long-term goals should:

1. Be based on needs of the student, as agreed upon by the student, teachers, parents, and employer

2. Be consistent with the assessment results obtained
3. Result in marketable skills when the student completes the program.

The role of the special education teacher on the student study team is well developed, however, the role of the vocational educator is not. Vocational educators should consider:

1. ensuring that appropriate vocational education representatives participate in meetings to develop the IEP
2. ensuring that the vocational education placement is appropriate
3. ensuring that the vocational education specified in the student's IEP is provided, monitored, and revised as appropriate.

Comments: In developing long and short-term vocational goals for secondary handicapped students, remember that the IEP should be based on more than the results of academic assessment, e.g., daily living skills, interests, aptitudes, and other pre-vocational and vocational assessments.

EVALUATION:

Activity	Date Accomplished
1. Form curriculum committee.	_____
2. Specify curricular areas to achieve program goals.	_____
3. Identify components of the existing regular education curriculum in vocational and academic areas.	_____
4. Identify components of curriculum in vocational and academic areas that could be used if modified.	
5. Develop or adopt new curriculum if existing curriculum cannot be adapted to the needs of handicapped students.	_____
6. Identify training sites and community jobs appropriate to program goals, objectives, and related curriculum.	_____
7. Identify members appropriate to the student study team and determine the role of each.	_____

Does the pre-vocational component of the curriculum reflect entry level needs of identified vocational program? Yes ____ No ____

Is the vocational curriculum content based on tasks *verified* as essential for entry level employment? Yes ____ No ____

1. Were incumbent workers consulted in determining specific tasks of jobs for which training is offered? Yes ____ No ____
2. Was the advisory committee utilized in determining tasks? Yes ____ No ____

Have performance objectives been written for long-term goals on the IEP? Yes ____ No ____

1. Do all objectives contain a statement of observable performance? Yes ____ No ____
2. Are conditions clearly stated? Yes ____ No ____
3. Are conditions realistic for the specified performance? Yes ____ No ____
4. Do all objectives have well defined, mastery criteria? Yes ____ No ____
5. Are the mastery criteria related to on-the-job performance? Yes ____ No ____
6. Will mastery of objectives result in skills required for entry level employment? Yes ____ No ____
7. Are academically-related objectives designed to support vocational objectives and entry level employment? Yes ____ No ____

Program Component VIII

OBJECTIVE: Identify and utilize services of other agencies and community resources.

Program Component VIII

Community Resources

PLANNING CONSIDERATIONS:

While *Idaho's Administrative Rules and Regulations* place the responsibility for the education of school age handicapped students with local school districts, there are other state and local agencies and programs within Idaho that have similar mandates to provide various instructional, social, and medical services for handicapped individuals. To best serve handicapped students in secondary special education programs it is essential to develop cooperation with all appropriate resources. Interagency planning and coordination can insure effective and efficient planning of existing and needed human and financial resources so that handicapped individuals can receive maximum services.

Interagency agreements at the Federal and State level which are currently in place will not fulfill their purpose until corresponding agreements and cooperation at the local level have been developed. Current interagency agreements can be used as a guide for local agreements. Additional resources to be considered are:

- advisory committee members
- civic and service organizations
- church groups
- business organizations
- public service organizations (fire fighters, law enforcement)
- media (newspapers, radio, T.V.)
- handicapped individuals in various occupations.

Outside agencies and community services should be utilized to the maximum extent possible in an attempt to provide vocational and supportive services. Each community will have a varying scope of service available and the special education administrator should strive to develop existing resources.

LIST OF ACTIVITIES:

Activity 1

Develop list of community resources and potential ways in which they can be involved with handicapped persons.

Who: Special education administrator, staff, advisory committee, community leaders and others as identified.

When: Concurrent with the development of program plan.

How: Make initial contact with community resources to discuss the secondary special education program and determine:

a. what services are available

b. a referral procedure for services, and

c. other roles they can play to facilitate the program.

Comments: Local public media should be used to inform the public about goals and objectives of the secondary special education program and to solicit resources. Yellow pages of the telephone book can be used in the initial identification of resources.

Activity 2

Develop cooperative agreements with local or regional agencies and community services.

Who: Special education administrator.

When: Concurrent with development of program plan.

How: Formal/informal written agreements.

Comments: Cooperative arrangements with other agencies, community services, vocational or special education programs in other districts should be considered when:

- public school does not have or cannot secure personnel to provide service
- local personnel do not have necessary skills to deliver desired service
- planned activities can be supplemented by outside agencies and/or community resources.

EVALUATION:

OBJECTIVE: Identify and utilize services of other agencies and community resources.

Activity

1. Have all possible sources of services to the secondary special education program been identified? Yes ____ No ____

2. Have contacts been made to all units on the list:
   1. presenting the goals and objectives of the program? Yes ____ No ____
   2. identifying the role the unit can play in serving the population in the program? Yes ____ No ____
   3. identifying services available? Yes ____ No ____
   4. identifying a referral procedure for services? Yes ____ No ____

3. Have cooperative agreements been developed with appropriate agencies and/or community services? Yes ____ No ____

Program Component IX

OBJECTIVE: To prepare an outline of activities districts can follow to secure funding, in addition to that of the local school district, for secondary special education programs.

Program Component IX

Funding Resources

PLANNING CONSIDERATIONS:

Planning for funding will revolve around the policies and procedures of two separate state agency sections: the Idaho Department of Education, Special Education Section, and the Idaho Division of Vocational Education, Special Needs Section.

The major source of support for secondary special education programs is special education funds. Special education funds are to be considered primary because:

1. they are ongoing
2. they are non-competitive
3. all districts are eligible to apply and receive them
4. they are a part of both the state and federal funding systems for *all* educational programs (foundation funds)
5. they are designed to provide monies for basic services.

Vocational education, special needs funds are designed to supplement secondary special education programs that have other basic funding sources. These funds are minimal, cannot support total programs, and are prioritized for utilization in areas other than basic services. Special needs funds should not be given priority in program planning because:

1. they are limited in dollar amount
2. they are awarded annually on a competitive basis
3. they can only be used in areas not covered by basic program funds.

First dollar responsibility for funding secondary special education programs is that of the Department of Education, Special Education Section. Supplementary responsibility for funding is from the Special Needs Section of the Division of Vocational Education.

In order to facilitate planning, the following outline can be used to categorize the funding sources and provide brief descriptions of the parameters of the various funds.

Special Education Funds

I. State Funds
   - A. Ancillary Personnel Reimbursement
   - B. Extended Ancillary Personnel Contracts
   - C. Exceptional Child Foundation Program
   - D. District-to-Agency and District-to-District Contracts

II. Federal Funds
   - A. Title VI-B (P.L. 94-142)
     1. Flow-Through
     2. Excess Costs
     3. Specific Allowable Costs (Appendix D-1)

Vocational Education — Special Needs Funds

I. Special Needs (Subpart 2)
   - A. An Overview
   - B. Matching Requirements
   - C. Examples of Fundable Activities (Appendix D-2)

II. Vocational Education (Subpart 3)
   A. An Overview
   B. Fundable Activities

Other

I. CETA (Comprehensive Employment and Training Act)
II. Division of Vocational Rehabilitation
III. Private Foundations and Grants
IV. Title IV-C
   - Innovative/Exemplary Grants
   - Adoption/Adaption Program (National Diffusion Network Contact: Idaho Department of Education)

I. State Funds

A. Ancillary Personnel Reimbursement

The Idaho Department of Education will reimburse the local school district for ancillary personnel:

1. when the district has had approval from the Special Education Section *prior* to hiring the personnel.
2. in an amount equal to 80% of where that person is placed on the *regular teacher's salary schedule* of the district (for professional personnel).
3. *within the ratios, rules, and definitions* for ancillary personnel established by State Board of Education regulations.
4. when the person is *properly certified* by the Department of Education.
5. in an amount and within ratios established by the State Board of Education for special education aides.
6. when all *required documentation* has been submitted to the Special Education Section and approved.

B. Extended Ancillary Contracts

Ancillary personnel funding is available beyond the regular school year for:

1. directors/supervisors
2. school psychologists
3. personnel providing direct summer services for severely handicapped students
4. personnel for whom the district received *prior approval* for the extended time.

C. Exceptional Child Foundation Program

1. One exceptional child support unit is allowed for each average daily attendance (best 28 weeks) unit of 14 or more students.
2. The total average daily attendance (A.D.A.) for the best 28 weeks in all approved special education programs is divided by a "support unit divisor" which is 14.5.

3. The total number of support units is then multiplied by the State Support Distribution Factor per Unit. (Example: for the 1980-81 school year, the support factor is estimated to be $21,856.)
4. Guidelines for numbers of students that may be counted for funding in various types of exceptional child units (resource rooms, self-contained, and communication disorders) are outlined in *Rules and Regulations for Special Education.*
5. Districts are required to submit enrollment forms with the necessary information to the Special Education Section to be eligible to receive this funding.

(NOTE: A maximum of 3.5 percent of the total district's school-age population identified as specific learning disabled may be approved for funding.)

D. District-to-Agency and District-to-District Contracts

1. The local district must utilize the appropriate Special Education contracting form from the Department of Education.
2. The district must submit the form(s) to the Special Education Section for review.
3. The Special Education Section will review and submit the contract(s) to the State Board of Education for approval.
4. If approved by the State Board of Education, the dollar amount of the contract will be reimbursed to the local district.

II. Federal Funds

A. Title VI-B (P.L. 94-142)

These funds are:

- Provided to districts based on an amount-per-child basis calculated for *all* handicapped students properly identified and served in a district.
- Determined by the number of handicapped students enrolled in programs on December 1 of the school year.
- *Not* to be utilized to displace state or local funds for any specific cost or to support programs for gifted/talented students.
- Are to be utilized for specific allowable costs as determined by state and federal policies and are distributed to local districts by the state education agency in two ways:

1. **Flow-Through Funds** (75% of State's P.L. 94-142 award)
   a. The local district must submit, annually, an *LEA Application for Flow-Through Funds* which contains: district assurances for use and accountability of funds; district priorities; a list of specific allowable items, activities, or uses of the funds; and estimated budgets for each item within the district's allotment.
   b. Child identification (Idaho Child Find) and personnel development (inservice training) activities are required of each district which receives Title VI-B Flow-Through funds.

c. Flow-Through funds may be expended over a twelve month period and unexpended funds may be re-budgeted and carried over into the next fiscal year for a period of time that is determined by the Special Education Section.

d. District use of Title VI-B Flow-Through funds must be related to the following broad areas:
   - Child Identification and Evaluation
   - Provision of Special Education and Related Services
   - Personnel Development, Support, and Assistance.

2. **Excess Cost Funds** (25% of State's P.L. 94-142 award)
   a. Available to districts on an "as needed" basis throughout the school year, upon application to the Special Education Section by the district's superintendent.
   b. Require annual audit reports signed by the district superintendent.
   c. Must be spent within the fiscal year they are received or can be rebudgeted upon approval from the Special Education Section.
   d. Are subject to the same allowable costs restrictions as Flow-Through funds.
   e. Requests must be made separately, and justified, for each planned use.
   f. Excess cost awards are not subtracted from the district's Flow-Through funds.

Other Funds

Other funds, from federal sources, which are administered by the Special Education Section and could potentially impact district programs include the following:

- Various federal program grants
- Title VI-D Personnel Development funds
- Title VI-C, Northwest Regional Resource Center funds
- Regional Learning Center services at:
  University of Idaho,
  Idaho State University,
  Boise State University.

Vocational Education — Special Needs Funds

I. Special Needs (Subpart 2)

A. An Overview

The purpose of these funds is to provide vocational education to assist in the development of skills, knowledge, and aptitudes of handicapped individuals, assisting them to be employable and/or to seek further education and training, if needed. Each program also seeks to provide experiences which contribute to the making of informed and meaningful occupational choices by students. Special needs programs have been defined as any special program whose objective is to provide special or additional services to handicapped students. They are designed to make available to each student the same quality and variety of

course offerings, instructors, equipment, and supplies as the regular vocational program.

Federal Law (P.L. 94-482) provides that a portion of Federal vocational education funds be "set aside" to be expended to assist the handicapped to succeed in such vocational education program as that student requires. Only services over and above those provided in regular vocational education programs can be considered special services and may be paid for with "set aside" funds. These expenditures are separate from and do not include basic grant funds expended for a regular vocational education program.

B. Matching Requirements

The funds available within the Special Needs Section for handicapped students are on dollar per dollar matching basis. They may be allocated to individual districts on a 50% match basis for those items requested by the district and approved by the Division of Vocational Education. Each district is not required to provide this 50% match. The Division of Vocational Education is required to average a state/local funding match of 50% for every federal dollar spent within the handicapped categories. They may utilize *all* state special education funds to account for this match.

II. Vocational Education (Subpart 3)

A. An Overview

Subpart 3, although not specifically designated for use in programs for handicapped students, may be utilized for such programs. Local school districts and other interested parties are invited to submit proposals in response to the allowable activities. Upon submission, proposals are reviewed by a committee to establish merit and appropriateness. Federal and state dollars are utilized in Subpart 3 dependent upon the specific proposal and related component activity.

B. Fundable Activities

1. **Research.** These activities may include: a) applied research; b) activities designed to test the effectiveness of research findings; c) improvement of curriculum materials; and d) dissemination of the results of research projects.

2. **Exemplary and Innovative Programs.** Funds for these programs are designed to provide opportunity for the development and initiation of new programs or for activities to improve existing programs in such areas as: a) urban centers with unskilled or unemployed workers; b) sparsely populated rural areas; c) programs for persons of limited English speaking ability; d) cooperative arrangements between public education and manpower agencies; e) occupational opportunities for youth; and f) dissemination of program results.

3. **Curriculum Development.** This category is designed to provide financial resources for the updating and development of relevant curriculum materials for possible use within the vocational classroom. It is designed to demonstrate approved teaching techniques or curriculum materials as a direct result of those funded proposals.

4. **Vocational Guidance.** Vocational guidance and counseling activities are designed to improve the state's vocational education programs by providing the necessary vocational guidance and counseling services at all post-secondary area vocational-technical schools, vocational counseling resource materials for all secondary counselors, and in service in vocational guidance activities for all counselors.

5. **Personnel Development.** This category is designed to provide inservice vocational teacher training programs for the initial preparation of the instructors receiving certification as vocational educators. These funds are utilized to give basic information to persons from the trades who become vocational instructors and who have not had formal teacher training.

Comprehensive Employment and Training Act (CETA)

This act was passed by Congress in 1973 and re-authorized in 1978 to assist in preparing persons full-time unsubsidized employment, or, in the areas of high unemployment, to provide public service employment (PSE) until subsidized employment is available. CETA is a potential resource to school districts attempting to provide individual vocational training experiences to secondary handicapped students while simultaneously arranging partial payment for the services rendered. CETA programs and related services have made funding available to both individual handicapped students as well as to agencies for program development providing services to groups of handicapped secondary youth.

The intent of the Act is to facilitate participants in learning the necessary employment related skills within a brief training period (generally less than 18 months with a maximum participation of not more than 30 months) in order to facilitate the potential of the client to become feasibly competitive within the unsubsidized employment market.

A CETA regional representative is designated in one of five regions throughout the State of Idaho. This person may serve as a primary contact to local school districts in establishing the needs for RFP's pertaining to vocational training. Funding may be made available from CETA for special projects on a request for proposal basis. It is suggested that local district personnel contact the CETA regional representative to identify and coordinate for those needs of vocational special needs students within each local school district.

Division of Vocational Rehabilitation

Vocational rehabilitation services are designed to develop and restore the working usefulness of physically and mentally disabled individuals. The Division of Vocational Rehabilitation exists to help persons overcome physical, mental, or emotional disabilities which pose barriers to employment. This service is not limited to either temporary or permanent disability designations for eligibility.

Eligibility requirements include: 1) a physical or mental disability that is a substantial handicap to employment; 2) a reasonableness to expect that vocational rehabilitation services

will lead to employment; and 3) the recipient to be of an employable age, 16 or above. Priorities are placed on severely handicapped persons.

Services provided include: 1) information/consultation; 2) evaluation of rehabilitation potential; 3) counseling clients; 4) medical restoration; 5) vocational training; 6) maintenance of client; 7) telecommunications; 8) placement of clients; and 10) occupational services and special program support.

Services are provided on a personnel rather than financial basis. Applications for services to Vocational Rehabilitation are initiated by clients themselves with assistance from the school district, if needed. There are local district offices throughout the State of Idaho.

LIST OF ACTIVITIES:

(For assistance with Activities 1-6, contact the Idaho Department of Education, Special Education Section, or your Regional Special Education Consultant.)

Activity 1

Develop program model for State Department of Education approval and submit on appropriate approval form.

Who: Special education administrator and staff with superintendent signature.

When: April 1 of each year for the following school year.

How: a. Use: *Request for Approval of Special Education Programs* form. Form is sent to all districts operating approved special education programs.

See: *Rules and Regulations*, 3.0, Procedures for an Approved Special Education Program Model.

Comments: This form is acted upon by the Ancillary Funding Committee and returned to the district within approximately three weeks.

Note: The application and approval process for Extended Ancillary Personnel contracts is a part of this activity and is included on the *Request for Approval of Special Education Programs* form.

Activity 2

Complete and submit application forms for district P.L. 94-142 Title VI-B Flow-Through funds.

Who: Special education administrator and staff with superintendent signature.

When: April 1 of each year for the following school year.

How: a. Use: *Title VI-B LEA Application for Flow-Through Funds (Instructions and Working Copy)* form. This form is sent to all school districts operating special education programs.

See: *Rules and Regulations*, 5.1.4. The above form consists of:

Section I: Tentative District Uses for Title VI-B Flow-Through Funds by priority specific item, description of item/activity/use, estimated cost, and subtotal.

Section II. Statements of assurance and certification.

b. An accompanying document includes general instructions, special arrangements for districts entitled to less than $7,500, period of expenditure for the current fiscal year, and a list of allowable uses for the current fiscal year funds.

c. The reader is referred to: Idaho's *Program Plan for Part B* of the Education of All Handicapped Act as amended by P.L. 94-142.

Comments: The dollar amount to which the district is entitled will be supplied to the district along with the above application. This amount is based on the December 1 child count, statewide, divided by the available total dollar of Part B funds. There are provisions for districts to revise the application after submission. See Appendix D-1 for allowable Title VI-B costs.

Activity 3

Complete and submit appropriate form for approval of ancillary personnel.

Who: Special education administrator with superintendent signature.

When: September 15 of each year for current school year

How: a. Use: *Approval of School District Ancillary Personnel (Professional Personnel, State Funds)* form.

Use: *Approval of School District Ancillary Personnel (Classroom Aides, State Funds)* form.

Use: *Report of School District Special Education Personnel on Federal Title VI-B Funds* form.

b. See: *Rules and Regulations*, 3.3.

Comments: It is very important that these forms be filled out completely and submitted by the appropriate timelines for the district to receive first quarter funding. The forms should also be kept updated with any personnel changes during the year. Information on personnel is checked with the certification section and a copy of the district's regular teachers' salary schedule must be submitted along with the personnel forms.

Activity 4

Complete and submit appropriate form for approval of contracted programs.

Who: Special education administrator.

When: As soon as possible after completing arrangements. Annually for students in continued contract programs.

How: a. Use: *District-to-District Memorandum of Agreement for the Education of Exceptional Students* form.

Use: *District-to-Agency Memorandum of Agreement for the Education of Exceptional Students* form.

b. See: *Rules and Regulations*, 3.3.3 and 5.1.2.

Comments: These contracts must be completed, in place, and approved before the district will receive funds. Note that in the referenced sections from *Rules and Regulations* that funding for contract arrangements is different from regular funding procedures. Also, note that enrollment forms are required for contracted students.

Activity 5

Complete and submit appropriate enrollment forms.

Who: Special education administrator and staff with superintendent signature.

When: December 15 of each school year.

How: a. Use: *Special Education Enrollment* form. This form is to be used with the following program models:

- Itinerant
- Resource, Resource Room
- Self-Contained, Moderate
- Self-Contained, Severe
- Special Design
- Homebound
- Contract.

Use: *Communications Disorders Enrollment* form. This form should be used to list students for *each* Communication Disorders Specialist's caseload. It is important that students listed on this form are also enrolled in a special education program be noted in column "G" of the form. This must be an unduplicated count of students in both programs.

b. See: *Rules and Regulations*, 5.1.3.

Comments: Enrollment represents a one-time count taken on December 1 of each school year. State funding is computed from this form, in accordance with state ratios. The P.L. 94-142 "child count" is also computed from this

form. Districts should *list all students being served* even if the number exceeds state limitations. Please note that a maximum of only 3.5% of the school district's school-age population can be approved as learning disabled for state funding reimbursement. However, all students being served should be listed as this does not effect the federal child count.

Note: Secondary special education programs including those with a vocational component will be approved by the Department of Education as one of the above listed models.

Enrollment information is computerized by the Department of Education. It is, therefore, in the district's best interest that all information requested be filled out completely in order to receive maximum reimbursement.

Activity 6

Complete and submit, when appropriate, forms for P.L. 94-142 excess cost funds.

Who: Special education administrator with superintendent signature.

When: At any time during the school year or when requested by the Idaho Department of Education, Special Education Section.

How: a. Use: *Application for Title VI-B Funds* form. This form is available upon request from the Idaho Department of Education, Special Education Section, or from the Regional Special Education Consultant.

b. The above form consists of:
Applicant agency identifying information, other sources of funding being used to provide an education for target student(s), amount of funds requested, description of excess program costs, and type of educational program the target student(s) will be receiving if funding is approved.

c. See Appendix D-1 for list of allowable costs.

Comments: These funds are available for district use as needs arise. Each application is approved/disapproved on an individual basis. There is no set limitation on the amount a district may request. It is recommended that the district special education administrator contact the Idaho Department of Education, Special Education Section, prior to submitting a request.

Activity 7

Complete and submit appropriate information and forms for P.L. 94-482 funds (Subpart 2).

Who: Special education and/or vocational education administrator.

When: December of each year for following school year.

How: a. Contact Special Needs Supervisor, Idaho Division of Vocational Education.

b. Review guidelines provided by Special Needs Supervisor.

c. Review following areas prior to submission:

- purpose of proposal
- how funds will be tied to existing resources
- objectives
- planning activities prior to submission.

Comments: These are discretionary funds awarded annually by the Idaho Division of Vocational Education. Districts may or may not choose to apply for these funds. Applications are due in December and districts are notified of awards the following April. Refer to Appendix D-2 for examples of fundable activities.

EVALUATION:

OBJECTIVE: To prepare an outline of activities that districts can follow to secure funding, in addition to those of the local school district, for secondary special education programs.

Activity	Date Accomplished
1. Complete and submit form: "Request for Approval of Special Education Programs."	_____
2. Extended Ancillary Personnel Contracts portion of above form completed, if appropriate.	_____
3. Complete and submit form: "Title VI-B LEA Application for Flow-Through Funds."	_____
4. Complete and submit forms:	
a. "Approval of School District Ancillary Personnel (Professional Personnel, State Funds)."	_____
b. "Approval of School District Ancillary Personnel (Classroom Aides, State Funds)."	_____
c. "Report of School District Special Education Personnel on Federal Title VI-B Funds."	_____
5. Complete and submit contract forms, if appropriate.	_____

6. Complete and submit forms:
   a. "Special Education Enrollment." _____
   b. "Communications Disorders Enrollment."
7. Complete and submit form, if appropriate: "Application for Title VI-B Funds (Excess Costs)." _____
8. Complete and submit information and forms for P.L. 94-482 Vocational Education Special Needs funds, if appropriate. _____

Product Evaluation

1. Was planning for program funding centered around securing special education funds? Yes ____ No ____
2. Were all possible sources of funding investigated? Yes ____ No ____
3. Were appropriate state regulations consulted prior to submission of required forms? Yes ____ No ____
4. Were required special education forms submitted according to timelines? Yes ____ No ____
5. Were all forms accepted/approved by the Department of Education, Special Education Section? Yes ____ No ____
   If not, which forms required changes?
   _____
   _____
   _____
   _____
6. Were P.L. 94-482 Special Needs funds applied for and received by the district? Yes ____ No ____
   If not, why?
7. Were the appropriate agencies contacted to answer questions or concerns? Yes ____ No ____

Program Component X

OBJECTIVE: To provide feedback to local program, personnel, parents, and community and to state departments of special education and vocational education on the effectiveness of the secondary special education program.

Program Component X

Program Evaluation

PLANNING CONSIDERATIONS:

Systematic program evaluation should be designed and completed to assess the operational aspects of the program and the impact of the overall program on the students and the community. Process (formative) evaluation is essential to the effective operation of secondary special education programs. Periodic revision of curriculum and operational procedures is necessary if the programs are to be responsive to the needs of the students. Data obtained from process evaluations permit informed decisions and planning concerning needed modifications in the program.

Product (summative) evaluation provides information concerning the impact of the program. Employer and former student follow-up and cost/benefit analysis are primary sources of data on program effectiveness. The planning of product evaluation should address a number of areas of concern. Those of most concern are:

- What kinds of employment do program graduates hold?
- How well do program graduates perform on their jobs?
- What competencies and skills do students acquire in the program that prepare them for employment?
- To what extent does the program demonstrate the efficient and effective use of resources?
- What is the impact of the program on other programs and/or agencies?

Evaluation questions to obtain information on these areas provide a baseline of data for assessing the success of programs for secondary special education students. The product evaluation should be designed to assess success in meeting each of the program objectives.

Process Evaluation. Process evaluation should be completed on all aspects of program progress as an aid in monitoring, coordinating, and modifying the programs for secondary special education students. The evaluation should be designed to provide input on actual progress in completing activities within the program and also facilitate communication among staff members. Providing information on progress (ahead or behind schedule, problem areas, etc.) should serve as a base for cooperative planning to achieve objectives. Process evaluation permits informed decisions regarding program adjustments, e.g., adding, modifying, or eliminating program objectives, activities, or schedules. The following program areas should be monitored to obtain information on the adequacy and appropriateness of services:

- curriculum and instruction
- facilities and equipment
- teacher effectiveness
- vocational counseling
- placement and follow-up
- supportive services
- student progress in program
- work experience program.

Process evaluation is to assess progress in the attainment of student and program objectives. The purpose of a process evaluation design should be to provide useful information for effective and efficient program development.

Product Evaluation. The regulations of P.L. 94-482 indicated that the following aspects of programs must be evaluated:

1. Effectiveness of planning and operational processes including:
   a. quality and availability of instructional offerings
   b. guidance, counseling, and placement and follow-up services
   c. capacity and conditions of facilities and equipment
   d. employer participation in cooperative programs of vocational education
   e. teacher/pupil ratios, and
   f. teacher qualifications.
2. Results of student achievement as measured by such things as:
   a. standard occupational proficiency measures
   b. criterion-referenced tests
   c. other examinations of student successes as measured by:
      - rates of employment
      - wage rates
      - duration of employment
      - employer satisfaction with performance of secondary special education students with vocational training compared with those who did not receive vocational education training.

Other areas to be considered in evaluation are:

- extent of utilization of regular vocational education courses and resources
- assessment of employee satisfaction
- drop-out rate
- numbers and percentages of various handicapping conditions represented in programs
- accomplishments of advisory committee
- extent of parent involvement
- extent to which thorough student vocational evaluations are conducted
- use of continuous measurement, on-going assessment techniques
- extent of pre-vocational programs, including such areas as personal/social skills, lessons in "value" of work, vocational exploration, and other general work readiness training
- extent of integration of training programs with community resources
- extent to which students can progress at individual rates
- programs developed using performance-based curriculum

- preparation in areas of "life adjustment" of daily living skills, including sex education, self-help, home living, mobility (transportation), budgeting and money management, etc.
- quality of follow-up with employers who are working with students
- extent to which the community resources are utilized in developing and implementing the vocational education program for special education students
- extent of coordination of the secondary special education program and services with those offered by other agencies serving secondary special education individuals
- extent of attitudinal changes on the part of counselors, instructors, and other school staff as a result of inservice training
- extent to which architectural barriers have been eliminated
- modifications of curriculum and equipment, and
- what evidence is available to show that evaluation positively affects program development.

At the State Education Agency level, program reviews are conducted for special education services within school districts. The State Department of Education, Special Education Section, is required to monitor the provision of free, appropriate public education by school districts for handicapped students. The purpose of that periodic district review is:

1. to determine "best practices" or quality aspects of special education programs within school districts in Idaho
2. to determine, as required by state and federal law, areas of non-compliance with regulations, and
3. to determine areas of needed technical assistance to school districts.

The regulations for P.L. 94-142 require that the periodic reviews done by the Department of Education evaluate the policies, procedures, and records of district programs relative to the following areas:

1. right to education
2. child identification and location
3. comprehensive evaluation
4. protection in evaluation procedures
5. individual education programs
6. procedural safeguards
7. confidentiality
8. least restrictive environment
9. personnel development
10. participation of private school children
11. utilization of appropriate graduation requirements
12. placement in public or private out-of-district special education programs
13. district eligibility for and use of P.L. 89-313 funds
14. accessibility (Section 504 of P.L. 93-112, The Rehabilitation Act of 1973).

Other Considerations in Conducting a Secondary Special Education Program Evaluation. In planning an evaluation of a secondary special education program, a number of considerations should be made when developing the evaluative instruments and collecting the program information. Some of these considerations are:

- When designing survey questionnaires for students, it is essential that they are brief and simple.
- Mailed questionnaires to handicapped students are generally ineffective. Better results have been gained if surveys are sent to parents/guardians or close relatives (e.g., grandparents). Although time consuming, telephone surveys are effective.
- Student and employer surveys should include items on the use of adaptive devices or other work environment modifications that aid employment.
- Employer surveys should request comments concerning the special education student as a worker.

LIST OF ACTIVITIES:

Activity 1

Develop a program evaluation plan that 1) meets state requirements for maintenance of records and evaluation activities, and 2) allows for continuous process evaluation.

Who: Special education administrator and staff.

When: As part of program planning efforts.

How: Using State of Idaho Special Education and Vocational Education evaluation guidelines. See Appendix F for guidelines and sample instruments to be used in follow-up activities.

Comments: For a systems approach to eductional programming to be effective, the program evaluation design should be developed as a parallel activity to program planning. This serves to ensure that process evaluation instruments are available to monitor progress and to provide information on the need for modifications and revisions in the operation of the program. It ensures that product evaluation will be designed to measure attainment of program goals and objectives.

Activity 2

Conduct evaluations.

Who: Special education administrator and staff.

When: Continuous.

How: Self-study teams.

EVALUATION:

OBJECTIVE: To provide feedback to local program, personnel, parents, and community and to state departments of special education and vocational education on the effectiveness of the secondary special education program.

1. Are the data to be collected in your plan adequate to satisfy state requirements? Yes ____ No ____
2. Are the instruments to be used appropriate for the population to be surveyed? Yes ____ No ____
3. Does your process evaluation plan address:
   a. curriculum (including instructional materials)? Yes ____ No ____
   b. vocational counseling? Yes ____ No ____
   c. supportive services including state staff? Yes ____ No ____
   d. employer participation in program? Yes ____ No ____
   e. advisory committee participation? Yes ____ No ____
   f. teacher effectiveness? Yes ____ No ____
   g. facilities and equipment? Yes ____ No ____
   h. placement and follow-up? Yes ____ No ____
4. Does your total evaluation plan allow for on-going process evaluation? Yes ____ No ____
5. Does your total program plan allow for modifications and revisions based on process evaluation results? Yes ____ No ____
6. Does your plan include strategies to share evaluation results with community, parents, students, advisory committee, and school and program personnel? Yes ____ No ____

Appendix A

Letter of Appointment

(Current Date)

Ms. Erin Sumer
Personnel Manager
_____ Insurance Company
Your Town, Idaho 83300

Dear Ms. Sumer:

This letter is to inform you that your appointment with the _____ Advisory Committee is effective beginning _____, 19___, and ending _____, 19___

The (first/next) meeting of the committee will be held in (Place) on (Date) at (Time)

We wish to thank you for your interest as indicated by your acceptance of this committee appointment. We appreciate your willingness to assist us in providing education opportunities for students in our community.

Sincerely,

Administrator/Superintendent
and/or
Chairperson of Committee

Appendix B

Live-Observer Data Collection Techniques

When developing new skills in children and adolescents, it is important to select a measurement procedure that can detect changes in performance. Without a careful monitoring system, change may go unnoticed. This loss could be critical to parents, teachers, administrators, and others. Without such objective information, they are left with "guesstimates" of change. Evidence indicates that informal judgments are often in error due to factors like bias for or against the child and adjusting to the problem. There are three live-observer data collection procedures that can be useful in secondary special education programs. These are event recording, duration recording, and direct measurement of permanent product recording.

Event Recording. To engage in event recording, the observer counts or tallies the number of times the target behavior occurs. The teacher or parent can keep a record of events observed on a 3 x 5 inch card, a golf counter, grocery counter, or any other simple counting device. For secondary special education students event recording may be used to measure such behaviors as the number of 1) times a student responds correctly, 2) number of items correctly completed, 3) number of instructional steps correctly completed on a job, and 4) number of skills an employer reports for a student. These are just a few of many possible events that can be counted.

Duration Recording. Duration recording is used to measure the length of time spent engaging in a behavior. To record the duration of a behavior, a watch or other timing device is used. It is best if the timer is relatively unobtrusive. The observer (teacher, aide, employer, another student, etc.) keeps track of the length of each occurrence, then compares total observation time to total time the child spent engaged in the behavior. A convenient way to express this relationship is by percentage. Dividing total observation time into length of time the behavior occurred yields the percentage of time the behavior occurred.

$$\frac{\text{Observation Time}}{\text{Total Duration of Behavior}} = \%\text{ of Time}$$

In cases of secondary special education students, duration recording may be used to measure such behaviors as the duration of working:

1. at learning a new skill
2. without assistance
3. without an error

Permanent Product Recording. Permanent product recording is used to measure the results of a behavior. Many behaviors leave a record of their occurence. For example, words written on a wall, math problems completed, and a coat not hung up are all examples of such behaviors. The observer counts the number of products that resulted from the behavior. It is a convenient system since an observer need not be present when the behavior occurs. He/she is able to record the results at a later time when it is more convenient.

Permanent products for secondary students include:

1. objects correctly assembled
2. math problems correctly completed on paper
3. hair combed
4. work uniform on correctly
5. shelves stocked correctly.

These are just a few examples within each data collection area. Consult other public school programs, sheltered workshops, business, and industry and you will find many additional examples which will fit the needs of your program. These are important measures since they provide so much information to teachers about the effectiveness of instruction.

Appendix C

Resources for Curricular Modifications

Sources for curricula are listed below:

1. Idaho State Division of Vocational Education and Idaho Department of Education, Special Education Section;
2. Idaho Universities, Departments of Vocational and Special Education;
3. SEIMC within the three Idaho State Universities;
4. Bureau of Occupational and Adult Information, Seventh and D Streets, S.W., Washington, D.C. 20202;
5. The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091;
6. National Association of Vocational Special Needs Personnel, 1510 "H" Street, N.W., Washington, D.C. 20005;
7. National Center on Educational Media and Materials for the Handicapped, The Ohio State University, Columbus, Ohio 43210.
8. Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210

Curricula and Readings

Brolin, D.E. *Life Center Career: A Competency Based Approach.* Council for Exceptional, Reston, Va., 1978.

Brolin, D.E. *Career Education for Handicapped Children to Youth.* Charles Merrill, Columbus, Ohio, 1979.

Bibliography of Secondary Materials for Teaching Handicapped Students. 1977. President's Committee on Employment of the Handicapped, Washington, D.C. 20210.

Dahl, P.R., Appleby, J.A., and Lipe, D. *Mainstreaming Guidebook for Vocational Educators.* Salt Lake City, Ut.: Olympus Publishing Company, 1978.

Appendix D-1

Special Education Allowable Uses for Title VI-B Funds

General Areas — Specific Allowable Uses

I. Child Identification and Comprehensive Evaluation

NOTE: Every district is required to conduct some type of Idaho Child Find activity (I. A-C).

Child Identification

A. Preparation, printing, and distribution of publicity materials to increase public awareness of handicapping conditions and community services available, including media releases.

B. New or continued screening activities to identify potential exceptionalities.

C. Preparation, printing, and distribution of district brochure describing special education programs available, related services available, eligibility standards, and referral procedures used by the district.

Comprehensive Evaluation

D. Purchase of testing and assessment material.

E. Purchased diagnosis and evaluation required by Child Study Team decision but not available in district.

F. Substitute teacher costs to permit regular and special educators to participate in Child Study Team meetings.

G. Interpreters for hearing impaired parents and translators for non-English speaking parents to assist during Child Study Team activities related to identification, evaluation, and placement.

H. Assistance for Child Study Team in differentiated evaluation approaches by exceptionality, including LD observations and written reports.

I. Assistance for Child Study Team in assessing needs for and types of related services (physical therapy, adaptive P.E., psychological counseling, etc.).

II. Provision of Special Education and Related Services

Special Education

A. Purchase of educational supplies and curriculum related materials directly involved with implementing individual education programs.

B. Purchase of educational equipment directly related to the individual education programs of severely handicapped children.

C. Purchase or construction of specialized equipment which permits severely handicapped children to access and participate in public school programs: wheelchairs, portable toilets, temporary wooden ramps, prone standers, etc.

D. Adaption of district driver training to permit participation of severely handicapped students, including the purchase of hand controls.

E. Purchase of non-district non-ancillary supervision of work placements for secondary handicapped students.

F. Implementation of district-sponsored educational programs for preschool handicapped children.

G. District employment of special educators and one-to-one aide(s), upon recommendation of Child Study Team and district superintendent.

H. Consultants to develop alternative programs and curriculum approaches for emotionally impaired students upon the recommendation of Child Study Team.

I. Implementation of alternative programs and instructional approaches for emotionally impaired students.

J. Temporary homebound instruction of handicapped students only when ancillary reimbursement cannot be arranged.

K. Summer instruction for severely handicapped students.

L. Lease/purchase or rental arrangements for temporary movable classroom space for special education program.

M. Assistance in developing prevocational/vocational instructional approaches for secondary students, including assessment of community work opportunities and the purchase of work evaluations.

Related Services

N. Lease/purchase or rental of modified vehicles in which to transport handicapped children.

O. Bus aide(s) on district vehicles to assist handicapped children.

P. Driver time/mileage to transport handicapped children where other funds are not adequate/available.

Q. Training of district personnel responsible for transporting handicapped children.

R. Modification of new or existing district vehicles to accommodate severely handicapped (lifts, restraints, safety devices, etc.).

S. Purchase of direct therapy recommended by Child Study Teams but not available within district at the level needed: speech therapy, physical therapy, occupational therapy, recreational therapy, music therapy, etc.

T. Purchase of direct psychological or psychiatric therapy recommended by Child Study Teams but not available within district, including family services.

U. Purchase of specialized physical education/motor development equipment and/or instruction, as recommended by the Child Study Teams.

V. Mobility training for visually handicapped.

W. Total communication instruction for parents, teachers, and peers of hearing impaired children.

X. Residential non-educational costs for contracted students.

III. Personnel Development, Support, and Assistance

Personnel Development

NOTE: Every district is required to conduct some type of personnel development activity (see A—H).

A. Ancillary personnel visitations to other districts or agencies or attendance at workshops/conferences.

B. Course work costs for ancillary personnel who participate in credit-bearing inservice or college/university courses related to special education not leading to degrees; VI-B Flow-Through funds may be used only for course costs billed directly to the district.

C. Visitations of non-ancillary personnel (administrators, regular teachers) to other district or agency special education programs or attendance at workshops/conferences, upon Child Study Team recommendation based on direct professional responsibility for instruction of handicapped children.

D. Course work costs for district non-ancillary personnel (administrators, regular teachers) who participate in credit-bearing inservice or college/university courses related to special education upon Child Study Team recommendation, provided the courses do not lead to degrees; VI-B Flow-Through funds may be used only for course costs billed directly to the district.

E. District workshop, seminar, or other inservice meeting costs (speakers, materials, stipends, etc.).

F. Training for special education aides.

NOTE: If VI-B one-to-one aides are employed, arrangements must be made to provide aide training developed by the State Department of Education.

G. Creation and operation of district media center for materials and references related to the education of handicapped children for use by educators and parents.

H. Preparation, printing, and distribution of guideline booklets for special education personnel in district policies and procedures.

Support and Assistance for Personnel through Group of Individual On-Site Consultation/Assistance in These Areas

A. Implementation of screening practices and selection of appropriate screening instruments, with training in use of particular screening tests.

B. Psychological testing materials/methods related to state minimum standards by handicapping category.

C. Evaluations and prescriptions for therapy for severely handicapped children in the areas of physical, occupational, speech, recreational, or music therapy.

D. Techniques of systematic instruction.

E. District-wide record keeping procedures and due process forms.

F. Adaptation of curriculum materials.

G. Management approaches for either the classroom or for individual handicapped children.

H. Instructional approaches for teaching the handicapped child in the regular classroom.

I. I/IP objectives development, with attention to mastery standards and selection of commercially sequenced objectives.

J. Approaches to locating community work placements for secondary handicapped students.

K. Parenting skills with exceptional children (counseling, speakers, materials).

Appendix D-2

Vocational Education (Special Needs Funds)

Examples of Fundable Activities

The following list provides examples and types of services that may be funded as "allowable expenses" with Special Needs funds:

1. **Curriculum Modifications**

   Needed to: 1) enable individual students to continue in regular vocational education programs, and 2) to assist them in compensating for their handicap. Allowable uses are:

   - Allocation of additional time to develop skills.
   - Specially designed work books or text books.
   - Task analysis of occupations to identify possible modifications in instruction, equipment, or methods.

2. **Scheduling Modifications**

   Needed to: 1) provide additional time for faculty to assist handicapped students, and 2) to provide support for related expenses in any of the following situations:

   - Extension of school day, week, or year.
   - Addition of a second semester of instruction.
   - Instruction on an individual basis.
   - Flexible scheduling of students to permit program entrance/exit appropriate with progress.

3. **Staff Development**

   Needed to: 1) prepare teachers to work with handicapped students. The following are allowable:

   - Teacher training programs, including pre-service and in-service training programs.
   - Travel costs and salaries of faculty members to attend seminars, conferences, workshops, and special institutes.

4. **Curriculum Development**

   Needed to: 1) provide students with a specially designed program to meet their individual needs. Allowable uses are:

   - Research, experimental, and demonstration projects.
   - Contracts with consultants, specialists, or teachers.
   - Salaries of teaching staff and curriculum specialists.
   - Individualized learning packages.
   - Orientation programs to develop social skills, attitudes, and consumer education.
   - Orientation programs to observe various occupations.
   - Special supplies and instructional materials.

5. **Equipment Modification for the Handicapped**

Needed to: 1) provide appropriate programs for various handicapping conditions. Allowable uses are:

- For the visually handicapped:
  - Instruction in Braille.
  - Large print materials.
  - Signals which use sound rather than sight.
  - Special safety devices, such as guard rails around moving parts of a machine.
- For the deaf and hard-of-hearing:
  - Printed rather than verbal instructions.
  - Signals which use sight rather than sound.
  - Sound amplification devices.
- For the orthopedically handicapped:
  - Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls.
  - Special desks and work tables for students in wheelchairs.
  - Ramps for students who cannot use stairs.
- For the mentally retarded:
  - Simplified equipment.
  - Simplified instruction guides and manuals.

6. **Facilities**

Needed to: 1) reach and teach handicapped students. Allowable uses are:

- Purchase/rental and operation of mobile units to serve as classroom, diagnostic centers, or counseling and guidance units.
- Rental of non-public space to serve as classrooms in locations more accessible to the population.
- Contracts with private non-profit schools which can provide programs and services more effectively and economically than public schools.

7. **Supplemental Educational Services**

Needed to: 1) assist students in regular or special vocational programs. Allowable uses are:

- Psychological services to diagnose and evaluate emotional and mental problems.
- Guidance and counseling services, including referral and follow-up.
- Job placement services including job finding and employment follow-up.
- Tutorial services.
- Transportation services, in addition to those provided non-handicapped students.
- Family counseling services related to vocational program of student.
- Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to the physically handicapped.

8. **Identification of Handicapped**

Needed to: 1) identify and classify specific problems of individual students. The following are allowable:

- Counseling service for student and/or his/her family including salaries for time over regular duties.
- Preparation of diagnostic and evaluation tools.
- Educational testing to determine academic level, interest, abilities.
- Vocational or work evaluations.

9. **Recruitment/Promotional Activities**

Needed to: 1) reach handicapped persons and potential employers, and 2) develop community participation and support. The following are allowable:

- Advertising through newspaper or television.
- Announcements through posters, flyers, brochures, and other visual presentations.
- Speaking engagements with community groups, local chapter of social welfare organizations.

10. **Survey/Evaluations**

Needed to: 1) determine handicapped population, and 2) can be provided either by staff members or through a contract arrangement. The following are allowable:

- Identification of handicapped population and the geographic areas in which they are concentrated.
- Employment opportunities for handicapped youth and adults.
- Effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for handicapped persons.
- Identification of other agencies, organizations, or individuals concerned with the handicapped and the extent to which they provide vocational education.

11. **Advisory/Coordinating Committee**

Needed to: 1) help formulate programs, 2) act as liaisons between school and community, and 3) support legislation. The following are allowable:

- Formation and servicing of the advisory committee for the handicapped.
- Formation and participation in the state/local coordinating committees, including clerical help, travel expenses, salary, and faculty members attending meetings.

12. **Business Community Cooperation**

Needed to: 1) enlist support of goals of vocational education for the handicapped, and 2) give job offers, teacher training, and upgrading of skills. Allowable costs are:

- Additional staff to coordinate, supervise, and guide work experience or work study programs.
- Arrangements for summer jobs in private business for teaching work related skills.

Appendix E

Checklist for Evaluating Vocational Follow-up Instruments

Name _____ Date _____

Directions: Fill in the above line. Then review the follow-up instrument and respond to each item on this checklist. Place a checkmark in either the YES or NO space. Leave no blanks. Thank you.

No.	Item*	Yes	No
A. Format			
1.	The title of the study is displayed near the top of the first page.	___	___
2.	The name of the school or agency is centered at the top of the first page.	___	___
3.	Name, title, and complete address of person to whom the form should be returned is included on the first page.		
4.	Space is provided for the respondent's name.	___	___
5.	Follow-up instruments are pre-numbered.	___	___
B. Content			
6.	The first series of questions attempts to gain rapport with the respondent.	___	___
7.	Ideas are sequenced according to the logic of the respondent.	___	___
8.	Early questions in a series are constructed so that the accuracy of subsequent responses can be checked.	___	___
9.	Questions that may be answered in a similar fashion are grouped together.	___	___
C. Appearance			
10.	The instrument is printed on high quality paper.	___	___
11.	Colored paper or colored ink is used to improve the visual appearance of the form.	___	___
	The instrument is printed rather than copied or poorly duplicated.	___	___

*Source: Items adapted from Franchak, S.J. & Weiskott, J., *Evaluation Handbook: Guidelines and Practices for Follow-up Studies of Former Vocational Education Students.* Columbus: The National Center for Research in Vocational Education, The Ohio State University; 1978; Form designed by M.L. Meehan, 6/2/79.

Appendix F

Student Follow-up Interview Guide*

Student's Name _____ Date _____
Year left school _____ Program/course name _____

1. Do you have a job? ____ Yes ____ No
2. What is the name of the place where you work:
3. How many hours per week do you work? _____ Hours
4. How much money per hour do you get paid? _____ / Hr.
5. Do you feel that you do good work: No 1
   O.K., I guess.....2
   Yes 3
6. Is your work as good as the other people you work with? Not as good 1
   Yes 2
   Better 3
7. Does your boss like your work? No 1
   Sometimes.....2
   Yes 3
8. Did your vocational school training help prepare you for your present job? _____ Yes
   _____ No
9. Which persons at the vocational school helped you the most in preparing you for work on a job?
   Course Teacher _____
   Counselors _____
   Resource Person _____
   Principal _____
   Academic Teachers _____
   Other (_____) _____
10. What suggestions for improving the vocational school program would you make? _____

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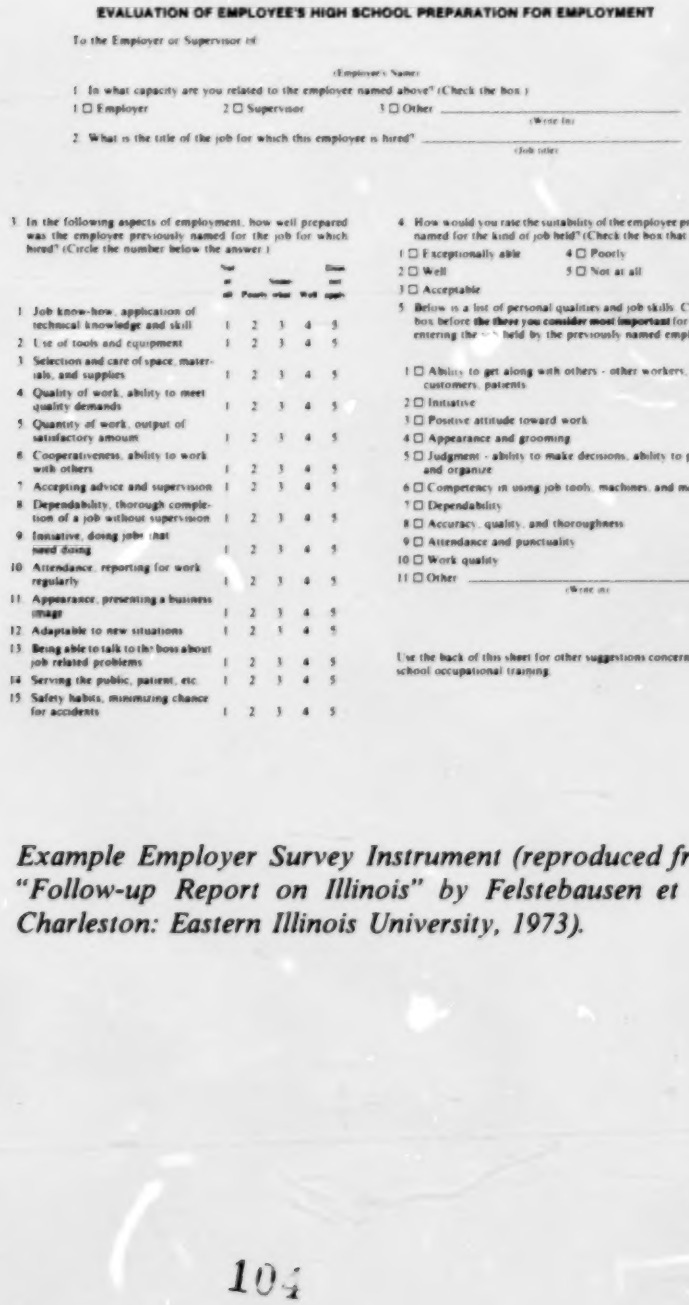
*Source: Adapted from Phelps, L.A. *Instructional Development for Special Needs Learners: An Inservice Resource Guide.* Urbana: University of Illinois, Department of Vocational and Technical Education, circa 1976.

Appendix G

EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT



EVALUATION OF EMPLOYEE'S HIGH SCHOOL PREPARATION FOR EMPLOYMENT

To the Employer or Supervisor of

(Employee's Name)

1. In what capacity are you related to the employee named above? (Check the box.)
   1 ☐ Employer 2 ☐ Supervisor 3 ☐ Other _____ (Write in)
2. What is the title of the job for which this employee is hired? _____ (Job title)

3. In the following aspects of employment, how well prepared was the employee previously named for the job for which hired? (Circle the number below the answer.)

	Not at all	Poorly	Somewhat	Well	Does not apply
1. Job know-how, application of technical knowledge and skill	1	2	3	4	5
2. Use of tools and equipment	1	2	3	4	5
3. Selection and care of space, materials, and supplies	1	2	3	4	5
4. Quality of work, ability to meet quality demands	1	2	3	4	5
5. Quantity of work, output of satisfactory amount	1	2	3	4	5
6. Cooperativeness, ability to work with others	1	2	3	4	5
7. Accepting advice and supervision	1	2	3	4	5
8. Dependability, thorough completion of a job without supervision	1	2	3	4	5
9. Initiative, doing jobs that need doing	1	2	3	4	5
10. Attendance, reporting for work regularly	1	2	3	4	5
11. Appearance, presenting a business image	1	2	3	4	5
12. Adaptable to new situations	1	2	3	4	5
13. Being able to talk to the boss about job related problems	1	2	3	4	5
14. Serving the public, patient, etc.	1	2	3	4	5
15. Safety habits, minimizing chance for accidents	1	2	3	4	5

4. How would you rate the suitability of the employee previously named for the kind of job held? (Check the box that applies.)
   1 ☐ Exceptionally able 4 ☐ Poorly
   2 ☐ Well 5 ☐ Not at all
   3 ☐ Acceptable
5. Below is a list of personal qualities and job skills. Check the box before **the three you consider most important** for a person entering the [illegible] held by the previously named employee.
   1 ☐ Ability to get along with others - other workers, customers, patients
   2 ☐ Initiative
   3 ☐ Positive attitude toward work
   4 ☐ Appearance and grooming
   5 ☐ Judgment - ability to make decisions, ability to plan and organize
   6 ☐ Competency in using job tools, machines, and materials
   7 ☐ Dependability
   8 ☐ Accuracy, quality, and thoroughness
   9 ☐ Attendance and punctuality
   10 ☐ Work quality
   11 ☐ Other _____ (Write in)

Use the back of this sheet for other suggestions concerning high school occupational training.

Example Employer Survey Instrument (reproduced from "Follow-up Report on Illinois" by Felstebausen et al., Charleston: Eastern Illinois University, 1973).